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ABSTRACT

Materials developed by teacher participants in the Content Area Reading Project are presented in this appendix to the Project report. The first section provides group informal reading inventories developed for use in adult education, teaching English as a second language, and nine content areas; it then presents cloze tests developed for use in eight different content areas. The second section includes various plans for grouping students according to informal reading inventory scores, cloze scores, and criteria other than reading. Section three includes a variety of reading skills exercises, grouped into three categories: those designed to develop vocabulary, comprehension, and study skills. The following sections present a home economics unit on portable electric appliances, individualized learning activities packages developed to teach about ancient Egypt and to help students learn about good grooming, and activities for a learning center in which students read and learn about poetry. The concluding section provides guidelines given to teachers to aid them in developing each of the types of materials featured. (GW)

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The Pennsylvania State University
College of Education
Division of Continuing Education

THE CONTENT AREA READING PROJECT: AN INSERVICE EDUCATION PROGRAM FOR JUNIOR HIGH SCHOOL TEACHERS AND TEACHERS OF ADULTS

Appendix C

Model Teaching Materials

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Final Report
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MODEL TEACHING MATERIALS DEVELOPED

THROUGH THE CONTENT AREA READING PROJECT

The Content Area Reading Project, an in-service teacher education program was conducted from September 1976, to May 1977, by the Division of Continuing Education, the Pennsylvania State University. The project was supported by a grant from the Bureau of Adult and Community Education, Division of Vocational Education, Pennsylvania Department of Education.

It was the stated purpose of the project to train junior high and adult education teachers in those skills and abilities necessary to teach requisite reading skills of their specific content areas.

This paper is a compilation of those teacher-developed materials which might serve as models for other teachers in the content areas.

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I. DIAGNOSTIC PROCEDURES

Section I presents model Informal Reading Inventories and Cloze Procedures. Each project participant designed two diagnostic-predictive instruments unique to their specific content areas. The more thorough Informal Reading Inventories follow the guidelines set forth by David L. Shepherd in his Comprehensive High School Reading Methods (Charles E. Merrill, 1973). Appendix A-1 presents the adapted specific guidelines supplied to the participants.

Based upon the information obtained from the Group Informal Reading Inventory administration, teachers were able to group their students either according to their reading levels, i.e. Independent, Instructional, or Frustration — or according to reading skill areas of weaknesses, i.e. Vocabulary, Comprehension, or Study Skills.

Accuracy levels were established for each of the three levels as 90% to 100% correct being Independent; 70% to 89% correct as Instructional; while performance of less than 70% correct indicated the Frustration level. Competency levels for the specific reading skills varied dependent upon the teachers judgment.

The second diagnostic-predictive instrument used to predict student success with reading material was the Cloze Procedure. Following the guidelines set forth in Appendix A-2, each participant designed a Cloze Procedure unique to his own content area. Teachers could then group their classes according to student performance on the Cloze. Accuracy levels were established for each of the three reading levels as 57% to 100% correct being Independent; 44% to 56% correct as Instructional; while performance on less than 44% correct indicated the Frustration level. Unlike the Group Informal Reading Inventory, the Cloze Procedure did not provide diagnostic information for specific reading skills.

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INFORMAL READING INVENTORY

SUBJECT: Adult Education

GRADE LEVEL: 7th - adult

SOURCE: "You Gotta Shop Around", Motor Trend, October, 1976, pp. 65-70.
"Toyota Corolla: SR-5 Liftback,," Motor Trend, October, 1976, pp. 73-76.
"Comparison: Mazda Mizer and Honda Civic," Motor Trend, May, 1976, pp. 70-74.

EDUCATOR: -----

SCHOOL: Penns Valley Junior High School

I. USING PARTS OF THE MAGAZINE-----This section is designed to see if you know the functions of the magazine and can utilize them while reading.

__________ 1. Look in the table of contents and write the page number for the first article listed under the special section FEATURES.

__________ 2. You are looking for a specific advertisement in this magazine. You would use the _____ near the back of the magazine.

__________ 3. You want to quickly locate the page on which "Running Account" begins. In what section of the magazine would you look to find this page number?

II. USE OF RESOURCES-----In this course we will use the library from time to time. These questions are to see how familiar you are with various resource materials available in our library and how you would find them.

__________ 4. If you wanted to find a specific book title in the library, where would you look to find it?

__________ 5. Name one set of encyclopedias found in our library.

__________ 6. How are the topics arranged in that encyclopedia?

__________ 7. If you wanted 1975 or 1976 magazine articles on a specific topic like car safety, where would you look to find out what magazines (month, date and year) had information on your topic?

III. USE OF CHARTS, GRAPHS, ETC.-----At times to help you better understand certain topics, graphs and charts are used. These questions are to see if you understand information in this form.

Turn to the page where the table "Running Account" is located and answer these questions:

__________ 8. List the two Datsun models tested by Motor Trend in 1975.

__________ 9. What was the transmission type of the Mercury Bobcat?

__________10. What was the braking distance necessary for the Volkswagen Beetle from 60 mph-0 mph?

__________11. How long did it take for the Ford Grand Torino to accelerate from 0-60 mph?

IV. UNDERSTANDING VOCABULARY-----This section is to see if you can understand the meaning of certain words. Read the first four paragraphs of the attached article, "Ya Gotta Shop Around." Define the following words as used in the paragraphs.

__________12. What does the author mean by "zeroed" in on a 1977 model?

__________13. Define "time-consuming" as used in the first paragraph.

__________14. What is meant by the words "money-saving loan"?

__________15. What is meant by the word "inflation"?

16. The following words are from the paragraphs just read. Define the words in the first column using the definitions in the second column:

__________	a. comparing	a. generally used by most people
__________	b. traditional	b. makes it easier and less complicated
__________	c. simplifies	c. examine for likenesses and differences

17. These words are found in the second four paragraphs. You may read these paragraphs next. Divide these words into syllables:

__________ a. pressure

__________ b. economic

__________ c. interest

__________ d. operating

18. Write an antonym for each of these words:

__________ a. new

__________ b. soften

__________ c. longer

__________ d. higher

19. Write a synonym for each of these words:

__________ a. auto

__________ b. costs

__________ c. loan

__________ d. seeking

V. COMPREHENSION-----This section is to see if you can identify the main ideas from details given in a paragraph. Read the first four paragraphs of the attached article, "Toyota Corolla SR-5 Liftback." Write the main idea or topic sentence of each of the four paragraphs.

__________20.

__________21.

__________22.

__________23.

__________24. A Deluxe Toyota Corolla SR-5 Liftback costs $3,598. For this amount of money, what do you get on this in the way of extras?

__________25. Why is the Toyota Corolla SR-5 Liftback called a "sportswagon"?

Continue reading more paragraphs to answer the following questions:

__________26. Explain what this sentence means—"Compact cars are great as long as they're not designed exclusively for compact people."

__________27. How have the designers made the SR-Liftback look less like a "box on wheels"?

__________28. What is the purpose of a split rear seatback?

__________29. Under what two conditions was the SR-5 Liftback tested that would be considered disadvantages to its performance?

__________30. What is the major weakness or performance problem that should be considered before buying this model?

__________31. What does the author mean by this statement--"it's a lot of car for the money"?

__________32. What features of the SR-5 make it an economy class car?

VI. READING RATE-----Read the article "Toyota Corolla SR-5 Liftback." Note the time it takes for you to read the article. Then figure your reading speed in words per minute. There are 1402 words in this selection.

__________33. Words per minute.

VII. SKIMMING-----Use the article, "Mazda Mizer and Honda Civic," for the next exercise. Read the question first, then skim the article for the answer.

__________34. Which two cars are being compared in this article?

__________35. What crisis forced the automobile manufacturers to begin making small cars that could get more miles per gallon of gas than the bigger cars?

__________36. Which car is the most expensive, the Honda Civic or the Mazda Mizer?

__________37. Does the Mazda conform to the emission standards? (Yes or No)

__________38. What aid is installed in the car to meet the emission standards?

__________39. Is the Mizer or the Civic the faster car?

__________40. What type of engine do both cars use?

ANSWERS

1. Answers vary because every student had a different Motor Trend magazine.
2. Answers vary because every student had a different Motor Trend magazine.
3. Answers vary because every student had a different Motor Trend magazine.
4. Card Catalogue
5. World Book, Britanicca
6. Alphabetical
7. Reader's Guide
8. B-210, 280Z
9. 4M
10. 134.5
11. 11.9
12. Located, selected or picked
13. Uses or takes a lot of time
14. A loan that does not cost you so much interest or a low interest loan
15. Higher prices for same merchandise
16. c
    a
    b
17. pres/sure
    e/co/nom/ic
    in/ter/est
    op/er/a/ting
18. Answers may vary--
    new...old
    soften...harden
    longer...shorter
    higher...lower
19. Answers may vary--
    auto...car
    costs...expenses
    loan...give
    seeking...looking
20. Three issues back we brought you an exclusive preview of the new Toyota Corolla SR-5 Liftback.
21. That first brief look was based on a very short exposure to the car (one we were able to wrangle from Toyota) and didn't include any performance data.
22. We've always felt that one of the most practical body configurations lies somewhere between an agile sports coupe and a station wagon.
23. The basic list price for the Deluxe Liftback is $3,598.
24. a. 4-speed transmission
    b. No radio and a basic complement of instruments
25. The exterior looks like a sports car, extra cargo space because of fold-down seat and liftback door.
26. Tall and heavy persons may not be comfortable in a compact car.
27. Low roofline; a long hood that extends beyond the wide, slanting grille; a fastback rear; and, it looks like an elongated sports coupe.
28. A method to extend rear cargo space.
29. Very low humidity and temperatures of 100 degrees
30. Poor braking
31. You have the styling of a sports coupe but the utility of a station wagon.
32. price, size, style, small engine, utility, gas mileage
33. Reading rate which will vary according to individual student.
34. Mazda Mizer and Honda Civic
35. The energy crisis

Answers continued on next page-----

36. The Honda Civic is the most expensive 1.7
37. Yes
38. Catalytic converter, thermal reactor enlarged-engined piston and rotary cousins
39. The Honda Civic is the faster car
40. Honda Civic's engine 1500 cc, overhead-cam engines and cast iron blocks with aluminum cylinder heads (non-catalyst engine). Mazda Mizer-catalyst equipped 1300cc piston engine.

READING LEVEL	I:R:I. SCORE
Independent	36 - 40
Instructional	28 - 35
Frustration	less than 28

Diagnostic information on using parts of the magazine; using resources; using charts, graphs, etc.; understanding vocabulary; comprehension; reading rate; skimming.

INFORMAL READING INVENTORY

SUBJECT: Biology

GRADE LEVEL: 9th

SOURCE: BSCS Green Version, High School Biology
Rand McNally and Company
Chicago, Illinois, 1968

EDUCATOR: Paula Myers

SCHOOL: Westerly Parkway Junior High School

GENERAL DIRECTIONS-----This is not a test, nor will you receive a grade for this exercise. It is an important tool which will enable me to evaluate more effectively the skills you will be using in this class. Read all directions and questions carefully, giving the best answer you can provide.

A. PARTS OF THE BOOK-----This section is designed to see if you know the purposes of the parts of the book and can use them effectively.

__________ 1. On what page does Section Two: Diversity Among Living Things begin?

__________ 2. Which chapter in Section Two deals with plants?

__________ 3. According to the index, on what page can you find information dealing with a scallop?

__________ 4. According to the index, on what page can you find information dealing with predators and parasites in soil?

__________ 5. If you had to find out how many kg are in a pound, what part of the book would you use?

B. LIBRARY RESOURCES-----This section is designed to see whether you are familiar with library resources and are able to use them to supplement the biology book.

__________ 6. If you wanted to find a specific book, what source would you use to locate the book?

__________ 7. If you had to find current information from magazines on a particular topic, what source would you use?

__________ 8. If you had to find general information on a particular scientist, what source would provide this?

C. VOCABULARY-----This section is designed to see if you can determine the meaning of scientific terms. Read pages 390-392, sections: Cell Membrane, Diffusion Through Membranes, and Active Transport, then answer the questions.

__________ 9. What does the author mean by differentially permeable?

__________10. Define active transport.

__________11. Use the definition of the term permeable in a sentence.

__________12. Define diffusion.

__________13. What is an antonym of diffusion?

D. MAIN IDEA-----This section is to see if you can recognize the main idea from supporting details. Questions will be on the same reading, pages 390-392. Write the main idea for the first four paragraphs under the section, Diffusion Through Membranes.

14.

15.

16.

17.

E. SUPPORTING DETAILS-----This section is to see if you can distinguish supporting details from main ideas. Questions will be on the same four paragraphs as in "D" of this exercise. Write one detail which supports the main idea of each of the four paragraphs.

18.

19.

20.

21.

F. DRAWING CONCLUSIONS AND COMPREHENSION-----This section is designed to see if you can understand the main ideas and relationships in a reading. Questions will be on the same reading, pages 390-392.

__________22. Assuming salt absorbs water, what would happen to a frog if it were put into salt water?

__________23. Would active transport or diffusion require energy by the cell? Why?

__________24. What would happen to a cell if its ion pump quit working?

G. UNDERSTANDING GRAPHS-----This section is designed to see if you have an understanding of graphs. Turn to page 63 for the graph.

__________25. In what year did the heath hens reach their greatest numbers?

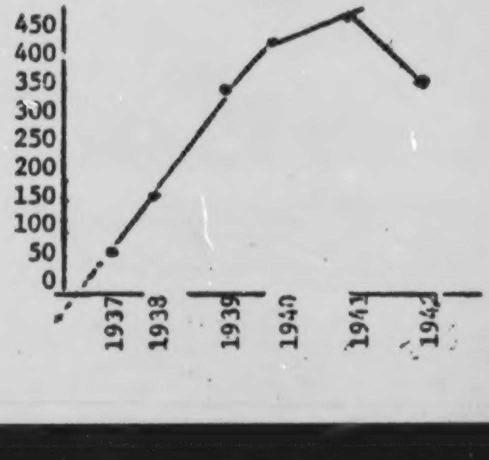
__________26. Did the population of heath hens increase or decrease between 1920 and 1925? How can you tell?

27. Draw a line graph with the following information:

Year	Population Size
1937	48
1938	130
1939	320
1940	403
1941	420
1942	337

ANSWERS

1. 102
2. Chapter 5
3. 144
4. 241-242
5. Appendix I
6. Card catalogue
7. Reader's Guide
8. An encyclopedia
9. The property of allowing some substances to pass through a membrane while others are not permitted passage.
10. Movement of any substance from an area of low concentration to an area of high concentration.
11. The membrane of the cell allows oxygen to pass through it.
12. Movement of a substance from an area of high concentration to an area of low concentration.
13. Active transport
14. Differential premeability means that only certain substances can pass through a membrane.
15. Only small molecules can pass through a membrane by diffusion.
16. The direction of diffusion is determined by the concentration.
17. Differential premeability is important in water-diffusion relationships of a cell.
18. A paper bag is permeable to water but not to potatoes.
19. Some substances are too large to pass through the cell membrane by diffusion.
20. Substances diffuse outward, if the concentration inside the cell is greater.
21. Compound X is found in a high concentration inside the cell but does not occur outside.
22. It would dehydrate, because the water would diffuse from its body (area of high concentration of water) to the salt water (area of low concentration of water molecules).
23. Active transport would require energy because it is going the opposite direction of the natural movement, from an area of low concentration to an area of high concentration.
24. There would be an increase of a particular ion inside of the cell, probably resulting in death.
25. 1915
26. Decrease, because the line slopes downward.
27.



READING LEVEL	I.R.I. SCORE
Independent	24 - 27
Instructional	18 - 23
Frustration	less than 18

Diagnostic information on parts of the book; library resources; vocabulary; main idea; supporting details; drawing conclusions and comprehension; understanding graphs.

INFORMAL READING INVENTORY

SUBJECT: Business Mathematics

GRADE LEVEL: 9th

SOURCE: General Business For Economic Understanding
DeBrum, Haines, Malsbary, Crabbe
South-Western Publishing Company

EDUCATOR: Dixie Vogt

SCHOOL: Penns Valley Junior High School

GENERAL DIRECTIONS-----This is a survey to help me evaluate the skills you will be using in this course. This is not a test to see what facts you know and will not be given a grade. Read each question carefully and give the best answer you can find.

I. PARTS OF THE BOOK-----This section is designed to see if you know the functions of various parts of the book and can utilize them while studying.

__________ 1. How many units are there in this book?

__________ 2. On what page does Unit 10 begin?

__________ 3. How does the glossary define the term "business"?

__________ 4. Using the side heading on page 70, mass production is the result of what?

II. VOCABULARY--This section is to see if you can understand word meanings through context. Turn to page 265. Read the section "Sellers Check The Applicant's Credit Record".

__________ 5. What does the author mean by a reputable seller?

__________ 6. What is meant by the term references?

__________ 7. What is a retail credit bureau?

__________ 8. What does the author mean by confidential?

III. USE OF ILLUSTRATIONS-----To help you have a better understanding of certain topics with which we will be dealing in this course, illustrations will be used. These questions are to see how well you understand information given in this form. Turn to page 369, Illustration 29.3:

__________ 9. If an investor invested $100, how much would he earn in interest if the rate of return was 3% for 20 years?

__________10. What would be the rate of return for a $100 investment if the interest at the end of 20 years was $226?

Turn to page 572, Illustration 49-2:

__________11. What was the population of the United States in 1920?

__________12. What is the estimated population of the United States in 1980?

IV. NOTING MAIN IDEAS-----This section is to see if you can distinguish the main idea from supporting details. Read "To Whom Will Sellers Extend Credit?" on page 264.

__________13. What is the main idea of each of the four paragraphs?

V. READING TO LOCATE INFORMATION-----This section is designed to see if you can find information before you read a topic. Turn to pages 238-89, "Bodily Injury Liability Insurance" and "Medical Payments Insurance". Where would you look if you wanted to know:

__________14. How bodily injury liability insurance is expressed on a policy?

__________15. What Medical Payments Insurance is?

__________16. Who is covered by Bodily Injury Liability Insurance?

__________17. Who is covered by Medical Payments Insurance?

VI. COMPREHENSION-----The questions below are designed to see if you can understand the materials you read. Read pages 288-89.

__________18. Who is protected by bodily injury liability insurance?

__________19. Who is protected by medical payments insurance?

__________20. What does the first number in the expression 10/20 mean in reference to bodily injury liability insurance?

__________21. What does the second number mean?

__________22. Why might it be advisable for a person to carry coverage in amounts larger than 10/20?

__________23. As the amount of bodily injury coverage goes up, why doesn't the cost of such coverage go up in the same proportion?

__________24. Why might a person want to purchase medical payments insurance?

__________25. If medical payments insurance covers the insured and his family, when might the insured not need this coverage?

ANSWERS

1. 11
2. 532
3. Any organization that supplies persons with the goods or services they want.
4. The industrial revolution.
5. A seller in good standing, etc.
6. People who will verify another persons character.
7. An organization that keeps records on persons in the area who have done business on credit with local firms.
8. A person's credit record will not be shown to anyone but legitimate businesses.
9. $81
10. 6%
11. Approximately 100 million
12. Approximately 220 million
13. a. A seller wants to be sure he will be paid before he will extend credit.
    b. How a person has paid his bills in the past will help determine how he will pay in the future.
    c. A person's ability to pay is determined by his income and his debts.
    d. The money and property a person owns can help determine if he will pay his bills.
14. Under the side heading "Bodily Injury Liability Insurance".
15. Under the heading "Medical Payments Insurance".
16. In the first paragraph under the side heading "BILI"
17. In the first paragraph under the side heading "MPI"
18. Persons in other car, guests riding with the driver, and pedestrians
19. Insured, his family, guests in insured's car
20. $10,000 coverage per person
21. $20,000 coverage per accident
22. Because costs may be more than $10,000 per person and/or $20,000 per accident
23. Because larger claims do not occur as often as small claims
24. To cover injuries suffered by himself and his family
25. If he has other insurance.

READING LEVEL	I.R.I. SCORE
Independent	21 - 25
Instructional	17 - 20
Frustration	less than 17

Diagnostic information on parts of the book; vocabulary; use of illustrations; noting main ideas; reading to locate information; comprehension.

INFORMAL READING INVENTORY

SUBJECT: English

GRADE LEVEL: 8th

SOURCE: Counterpoint In Literature
Scott, Foresman and Company
Glenview, Illinois, 1967

EDUCATOR: Cynthia Shirey

SCHOOL: Penns Valley Junior High School

The questions on this survey are designed to measure reading skills. By using the results from the survey, I will be able to determine how well you can read and understand what you have read. I will also be able to determine which reading skills we will need to concentrate on while using this textbook. You will not receive a grade on this survey.

I. The questions in this section are designed to see how well you know the parts of a textbook and how to use each of those parts of the book.

_________ 1. If I had assigned the story "The Lady, Or The Tiger?", where would you look in the book to find what page it is on?

_________ 2. Where would you find a list of the stories in this book in alphabetical order?

_________ 3. The word "gladiator" is defined in your textbook. On what page do you find a definition for "gladiator"?

II. The questions in this section cover vocabulary; these questions will measure your ability to select correct word meanings, to figure out what a word means by how it is used in a sentence, to divide vocabulary words into syllables, to understand what a suffix or prefix is and what suffixes or prefixes can do to words, and your ability to pronounce a word.

A. In the following three questions, indicate the letter of the word which means the same as the underlined words in each sentence.

_________ 4. The king believed he had arrived at a perfect system of reward and punishment.
(a) attained (b) aspired (c) procured

_________ 5. The king obtained by effort the fiercest tiger available.
(a) attained (b) procured (c) solemnized

_________ 6. If the accused man was innocent, the marriage was immediately observed with ceremony.
(a) solemnized (b) aspired (c) administered

B. Write the letter of the correct answer for the next two questions.

__________ 7. A word with a definition similar to arena is:
(a) stadium (b) stage (c) stall

__________ 8. A word which means the opposite of mourning is:
(a) grief (b) rejoicing (c) requesting

C. After reading the following two sentences, figure out what the underlined words mean and write the letter of the correct definition.

__________ 9. Her decision had been indicated in an instant, but it had been made after days and nights of anguished deliberation.
(a) consideration (b) rashness (c) desperation

__________10. This vast amphitheater, with its encircling galleries, its mysterious vaults, and unseen passages, was an agent of poetic justice.
(a) balcony (b) arena (c) corridor

D. Divide the following words into syllables. (Example: con/flict)

__________11. progressiveness

__________12. hilarious

__________13. semibarbaric

__________14. hesitation

E. Designate the accented syllable in each of the following words.
(Example: reléntless)

__________15. unsurpassed

__________16. rapturous

__________17. incorruptible

F. Underline the prefix in each of the following two words and write the letter of the meaning of each prefix.

__________18. semibarbaric (a) half (b) totally (c) partly belonging to

__________19. impartial (a) beyond (b) positively (c) not

G. Underline the suffix in each of the following two words and write the letter of the meaning of each suffix.

__________20. exhibition (a) full of (b) condition (c) act or process

__________21. administered (a) used to form the past tense (b) consisting of (c) having the characteristics of

H. Following the instructions for each of the four items below, change the part of speech for each underlined word by writing the correct letter of the suffix.

__________22. To change the verb deliberate to a noun, which suffix must be used? (a) ed (b) ion (c) s

__________23. To change the noun barbarism to an adjective, which suffix must be used? (a) ion (b) ic (c) ate

__________24. To change the adjective progressive to a noun, which suffix must be used? (a) ness (b) ion (c) ly

__________25. To change the adjective immediate to an adverb, which suffix must b used? (a) ed (b) ness (c) ly

III. The questions in this section are designed to measure your ability to read a selection and then answer questions about the main ideas and details from the selection. These questions also ask you to draw conclusions from what you have just read.

A. Write True or False in the blank before the next two questions.

__________26. If an accused subject is proved innocent, he is given gold and silver from the king's treasury.

__________27. The young men's guilt or innocence will be determined by six wise men.

B. For each of the following questions, write the letter of the correct answer in the blank before the question.

__________28. The best word to describe this king is (a) domestic (b) impartial (c) civilized (d) semibarbaric

__________29. The animal behind one door was a (a) mountain lion (b) tiger (c) bull (d) bear

__________30. The princess was in love with (a) one of her father's best friend (b) one of her father's courtiers (c) one of six wise men (d) a poor merchant from a nearby village

__________31. Behind the other door was (a) an unknown lady brought from a far-off city (b) a friend of the princess (c) a young lady whom the princess's lover had often been seen with (d) a friend of the king

__________32. The princess pointed in which direction when her lover glanced up, as if to ask "which door?" (a) right (b) left (c) neither (a) nor (b)

C. For each of the following questions, write your own answer in the space provid

__________33. Which came out of the opened door — the lady or the tiger?

34. Explain, using supporting evidence from the story, why you answered the previous question as you did. (Use the back of this page for your answer.)

IV. Now turn to the poem "Paul Revere's Ride" in your text. To answer the following questions, simply skim through the poem. This section is designed to measure your ability to find information quickly by skimming -- not by carefully reading the selection.

A. Write the letter of the correct answer in the space before each question.

__________35. This famous ride took place during which month? (a) January (b) April (c) March

__________36. The name of the British man-of-war was: (a) the Middlesex (b) the Charlestown (c) the Somerset

__________37. It was one o'clock when Paul Revere rode into: (a) Lexington (b) Charlestown (c) Concord

__________38. Paul Revere's signal was: (a) the barking of a farmer's dog (b) 2 lanterns in the North Church tower (c) 1 lantern in the North Church tower

__________39. This famous ride was to warn the people of the coming of the: (b) French (b) British (c) Middlesex farmers

ANSWERS

1. Table of Contents
2. Index
3. 602
4. (a)
5. (b)
6. (a)
7. (a)
8. (b)
9. (a)
10. (b)
11. pro/gres/sive/ness
12. hi/lar/i/ous
13. sem/i/bar/bar/ic
14. hes/i/ta/tion
15. unsurpassed
16. rapturous
17. incorruptible
18. semi (a)
19. im (c)
20. ion (c)
21. ed (a)
22. (b)
23. (b)
24. (a)
25. (c)
26. False
27. False
28. (d)
29. (b)
30. (b)
31. (c)
32. (a)
33. Answer would vary according to individual students
34. Answer would vary according to individual students
35. (b)
36. (c)
37. (a)
38. (b)
39. (b)

READING LEVEL	I.R.I. SCORE
Independent	35 - 39
Instructional	27 - 34
Frustration	less than 27

Diagnostic information on parts of the book; vocabulary; main ideas and details; skimming.

INFORMAL READING INVENTORY

SUBJECT: English

GRADE: 8th

SOURCE: The Greek Gods
Evslin, Evslin, and Hoopes
Scholastic Book Service

EDUCATOR: Druci Connor

SCHOOL: Park Forest Junior High School

GENERAL DIRECTIONS-----This is an informal reading inventory. The purpose of this inventory is to give your teacher an idea of your reading level. It is NOT a test. It will have NO effect on your grade. Please complete this inventory according to the directions given with each section.

A. PARTS OF THE BOOK-----

__________ 1. On what page does the Table of Contents begin? (Count from the title page)

__________ 2. What is the title of the first main section?

__________ 3. On what page is the Bibliography?

B. VOCABULARY-----Choose the correct dictionary meaning for each underlined word based on its use in the sentence. Place the letter of your answer in the blank to the left.

__________ 4. The "Kindly Ones" enriched Hades kingdom. (a) fortified with vitamins (b) supplied (c) made it better

__________ 5. He became the smith-god, the great artificer, lord of mechnics. (a) tricker (b) creator (c) fisher

__________ 6. But the sunlight lanced through the window. (a) a sharp pointed weapon (b) sliced (c) pricked

CONTEXT-----Use the word clues or general idea of the sentence to define each underlined word.

__________ 7. She fled; the god pursued.

__________ 8. She saw a tree which had been hit by lightning and was smoldering.

__________ 9. Ancient man paid homage to all the gods, but worshipped Zeus mo t of all.

SYNONYMS/ANTONYMS-----Using the underlined word and the word in parenthesis, decide whether they are synonyms or antonyms. Use "S" or "A" for your answer.

__________ 10. "put her finger under the chin of the grimy little smith...." (dirty)

__________ 11. The creature that Pandora shut in the box was the most dangerous of all, foreboding, the final spite. (happiness)

SYLLABLES-----Divide each word below into syllables.

__________12. wriggling

__________13. musical

__________14. Narcissus

__________15. sapphire

ACCENTS-----Put an accent mark (') over the accented syllable.

__________16. gos sip

__________17. as ton ish ment

__________18. re cog nized

__________19. po tent

PREFIX AND SUFFIX-----What is the meaning of the underlined prefixes and suffixes?

__________20. traveler admirer teacher

__________21. semi-circle semi-conscious semi-chocolate

__________22. unpredictable unable unkind

PARTS OF SPEECH-----Change the part of speech to the one designated.

__________23. Change "resource" to an adjective.

__________24. Change "recognize" to a noun.

__________25. Change "musical" to an adverb.

C. **COMPREHENSION**-----Read each paragraph(s) as identified by page and paragraph number. Then answer the questions which follow.

1. Page 62, Paragraph 3 "So Epimetheus and Pandora were married........ .....winking at her."

__________26. Which sentence indicates the main idea?
(1) They were married.
(2) The box continually bothered her.
(3) She liked to polish the box.

__________27. What do you suppose she will do with the box?
(1) Ignore it.
(2) Give it away.
(3) Open it.

2. Zeus myth, pages 3 to 5.

__________28. Rearrange these by number so that the events fall into the proper chronological (time) order.
(1) Rhea hid Zeus.
(2) Rhea and Zeus prepare a special drink.
(3) Cronos killed Oranos

—List continued on next page—

(4) Cronos vomits up all his undigested children.
(5) Rhea gave Zeus to a shepherd family to raise.
(6) Cronos swallowed his children.
(7) Cronos swallowed the rock

__________29. The ___ were allies of Cronos. (1) Titans (2) Cyclopes (3) dwarfs

__________30. What (mythically speaking) is the cause of earthquakes?

__________31. How do we get the word "panic"?

3. Apollo, pages 37 - 38 "Apollo was .... wild folly."

__________32. Apollo was the patron of: (1) music, poetry, mathematics and medicine (2) literature, music and science (3) music, poetry, science, and medicine (4) none of these.

__________33. Apollo was known to wear two things. They were:

__________34. Did Apollo change his habits from when he was a young boy to a man? _____ He was _____ as a boy and _____ as a man.

__________35. Apollo was known as the most _____ of gods.

D. READING RATE-----Note the time you begin here ________________________.

Read Heph (50 - 51) and Aphrodite (52 - 54) and note the time you ended ___________.

Calculate how many minutes. ___________ minutes. Divide your number of minutes into 900.

Example: $\frac{900}{3 \text{ min.}}$ = 300 words per minute

__________36. Words per minute

E. Read the questions below. Then, as quickly as you can, find the answers to them. Note here how long it took you to finish this exercise.

__________37. Time begun__________ Time ended__________ Number of minutes__________

__________38. What gift did Zeus refuse to give man?

__________39. What did Promethaus do to convince man that his gift was good?

__________40. What was Zeus' reaction?

__________41. What was Prometheus' punishment?

ANSWERS

1. 3
2. The Pantheon
3. 116
4. (c)
5. (b)
6. (b)
7. went after her
8. smoking
9. worship
10. S
11. A
12. wrig/gling
13. mu/si/cal
14. Nar/cis/sus
15. sap/phire
16. gos
17. ton
18. re
19. po
20. one who
21. 1/2
22. not
23. resourceful
24. recognition
25. musically
26. (2)
27. (3)
28. 1—3, 4, 5
    2--6
    3—1
    4—7
    5—4, 5, 3
    6—2
    7—3, 4, 5
29. (1)
30. Cronos and Titans
31. Pan shouting with joy
32. (1)
33. tunic of golden panther skin and
    quiver of golden arrows
34. yes cruel nice or sensible
35. moderate
36. answer varies with individual
37. answer varies with individual
38. fire
39. He roasted meat
40. He was angry
41. He was chained to a rock and eagles
    picked at him.

READING LEVEL	I.R.I. SCORE
Independent	36 - 41
Instructional	28 - 35
Frustration	less than 28

Diagnostic information on parts of the book; vocabulary; comprehension; reading rate; skimming.

INFORMAL READING INVENTORY

SUBJECT: English as a Second Language

GRADE LEVEL: Intermediate - Advanced

SOURCE: Harrisburg Telephone Directory

EDUCATOR: Myrna Delgado

SCHOOL: William Penn High School

GENERAL DIRECTIONS-----This is a survey to help me evaluate the skills you will be using in this course. This is not a test. It will not be graded.

DIRECTIONS-----Read each question carefully and answer the best that you can.

I. PARTS OF THE TELEPHONE BOOK:

__________ 1. On what page do you find the table of contents?

__________ 2. On what page do you find the number to call information? What number do you call?

__________ 3. On what page do the white pages begin?

__________ 4. Where are the yellow pages located?

__________ 5. On what page do you find the yellow pages index?

II. USE OF RESOURCES:

__________ 6. On what page can you find out how to make a long distance call?

__________ 7. In what part of the telephone book would you find a listing of florists in the area?

__________ 8. When do you need the assistance of the operator?

__________ 9. How are the listings in the telephone book arranged?

__________10. What are some of the useful things you learn on page 11?

__________11. Where would you locate emergency numbers?

III. USE OF CHARTS, LISTINGS, GRAPHS:

__________12. Is a 732 number a local call from Harrisburg?

__________13. What is your local area code?

__________14. When are the rates cheapest to make long distance calls?

__________15. What is the zip code for Carlisle?

IV. UNDERSTANDING VOCABULARY:

__________16. What is the difference between a station-to-station call and a person-to-person call?

__________17. Select the proper meaning of the phrase: Long distance
(a) a call inside your area
(b) a call outside your area
(c) an operator assisted call

V. MAIN IDEA:

__________18. What kind of information is found in the yellow pages?

__________19. What kind of information is found in the white pages?

VI. COMPREHENSION

__________20. Are operator assisted or directly dialed calls cheaper?

__________21. On what street does Laura Metzer live?

__________22. Your child is sick. You wish to inform his teacher that he will not be going to school. Where do you look for the phone number?

ANSWERS

Answers will vary depending upon the telephone directory used.

READING LEVEL	I.R.I. SCORE
Independent	19 - 22
Instructional	15 - 18
Frustration	less than 15

Diagnostic information on parts of the telephone book; use of resources; use of charts, listings, graphs; understanding vocabulary; main idea; comprehension.

INFORMAL READING INVENTORY

SUBJECT: Home Economics

GRADE LEVEL: 7th

SOURCE: Simplicity Sewing Book
Simplicity Pattern Company
New York, New York, 1975

EDUCATOR: Patricia Markel

SCHOOL: Park Forest Junior High School

GENERAL DIRECTIONS-----This is a survey to measure your skills in reading sewing construction information and using the text book in general. The results will help find the best way for you to use the book and learn in this course. Each set of questions is designed to measure certain skills. Follow the directions carefully and be sure to try to answer every question.

A. PARTS OF THE BOOK-----Use the entire book to find the answers to the following questions:

__________ 1. On what page does Chapter 4 begin?

__________ 2. Name the title of this section?

__________ 3. On what page do you find the information concerning eyelets?

__________ 4. Look at the chart on pages 22 and 23. How can this chart help you understand "The Envelope Back"?

B. USE OF RESOURCES-----While sewing, you will need to find additional information besides the text book. Answer the following questions as best you can.

__________ 5. Name one company that makes patterns.

__________ 6. If you know a pattern number, how would you find the picture and information about that pattern?

__________ 7. If you wanted to find a book on the topic of "fabrics", where would you look in the library?

C. USING CHARTS-----Use the charts on pages 14 and 18 in the book to answer the following questions:

__________ 8. Give the waist measurement in inches for a pattern size 9 Junior.

__________ 9. Give the waist measurement in centimeters for a pattern size 7/8 Young Junior Teen.

__________10. What Men's size has a shirt neck size of 35 inches?

__________11. What Teen-Boys' size has a chest size of 35 inches?

__________12. What is the height measurement for a Boys' Size 8?

__________13. Place the following people into the best pattern size:
Bust 34", Waist 26", Hips 36", BWL 15"

__________14. Bust 31", Waist 24", Hips 34", BWL 14 1/2"

D. UNDERSTANDING VOCABULARY------During project construction, specialized vocabulary will be used. Turn to page 41 and read the section entitled "Using the Sewing Machine". Answer the following questions and see if you can understand the word meaning through context.

__________15. What is meant by reinforcement stitching?

__________16. What is tension?

__________17. What is meant by ease stitching?

__________18. Define "guidelines".

__________19. How to you backstitch on a sewing machine?

E. FINDING THE MAIN IDEA------This section is used to see if you can find the theme or main idea in a reading. Turn to pages 6 and 7 and list the main idea of the four short paragraphs describing the following pieces of sewing equipment:

__________20. pins:

__________21. beeswax:

__________22. button hole twist:

__________23. pinking shears:

F. FOLLOWING DIRECTIONS------Sewing directions are found on the guide sheet inside the pattern envelope. An example of a guidesheet is found on page 25 of your text. Turn to page 25 and using the block laveled View 1-Blouse, answer the following questions:

__________24. How many darts are to be stitched?

__________25. Where are the darts located?

__________26. Where is the dart clipped and why?

__________27. How is stay-stitching done?

__________28. On what side of the fabric is the lace trim to be placed?

__________29. On what side of the fabric are the darts stitched?

__________30. Why should a tailor's ham be used in pressing a dart?

ANSWERS

1. Page 28
2. Fabric Preparation: Getting It Straight
3. Page 67
4. Breaks it down into sections and explains each section
5. Simplicity, McCalls, Butterick, Vogue
6. a. Use the index in that companies catalogue
   b. Find the page in that catalogue and look at the picture
   c. Go to the store and pull out the pattern which is filed numerically
7. a. Home Economics Section
   b. Card Catalogue - under topic "Fabrics"
8. 24 1/2
9. 58
10. 42
11. 18
12. 50"
13. Misses 12
14. Young Junior Teen 9/10 or Miss Petite 8
15. strengthens weak areas
16. pressure on thread
17. used for holding in fullness
18. placed on the throat plate of the machine to help sew straight
19. use the reverse lever
20. ball-point pins for knits; non-rusting for other fabrics
21. strengthens thread for hand sewing
22. strong silk thread
24. cut a zig-zag edge to keep threads from unraveling
25. 3
25. a. one in the side seam pointed toward the bust
    b. two from the waistline pointed toward the bust
26. in the center to insure flat pressing
27. Through single thickness on the four guideline with 12 stitches per inch
28. outside
29. inside or wrong side
30. allows a curved area on which to press a curve

READING LEVEL	I.R.I. SCORE
Independent	27 - 30
Instructional	21 - 26
Frustration	less than 21

Diagnostic information on parts of the book; use of resources; using charts; understanding vocabulary; finding the main idea; following directions.

INFORMAL READING INVENTORY

SUBJECT: Home Economics

GRADE LEVEL: 8th

SOURCE: Simplicity Sewing Book
Simplicity Pattern Company
New York, New York, 1976

EDUCATOR: -----

SCHOOL: Westerly Parkway Junior High School

GENERAL DIRECTIONS------This is not a test for a grade. It is an exercise to help me learn about the skills you will be using in this course. Read each question carefully and give the best answer you can find.

I. PARTS OF THE BOOK------It is important that you know the functions of the various parts of the book and can use them when needed.

__________ 1. On what page would you find the chapter entitled "Pattern Size: Which One For You"?

__________ 2. How are the chapters arranged or grouped?

__________ 3. What section of the book would you use to find the page references for the topic "marking aids"?

__________ 4. How will the diagram on pages 22-23 be useful to you?

II. USE OF RESOURCES------It is important to know how to use the resources in the library.

__________ 5. If you were to give a report in class on new fabrics on the market and wanted to check for magazine articles on the topic, where would you look in the library?

__________ 6. If you were investigating clothing styles of the past where would you look for books on the topic of clothing?

__________ 7. If you were purchasing a sewing machine, name a magazine which includes articles about testing done on appliances.

III. UNDERSTANDING VOCABULARY-----Read pages 11 - 13. This selection uses the terms verticle and horizontal measurements.

__________ 8. Draw a horizontal line.

__________ 9. Draw a verticle line.

__________10. What does "ease" in a pattern mean?

__________11. Turn to page 13, paragraph 11, line 1. What does the word "logo" mean as used here?

IV. MAIN IDEAS-----It is important to get the main ideas from your reading. Read pages 11 - 13. From that reading, answer the following questions:

__________12. What is the main idea in the introductory paragraph?

__________13. How are figure types determined?

__________14. How are pattern sizes determined?

V. PERTINENT DETAILS-----It is important to note important details from your reading. If the following statement is true, put a "T" on the line before that statement. If it is false, put an "F" on the line before the statement.

__________15. If your measurements don't correspond exactly with one size, it doesn't matter what size you get because you'll have to adjust it anyway.

__________16. Figure types refer to age groups?

__________17. Skirt and pants patterns should be selected by waist measurements?

__________18. Measurements should be taken over undergarments rather than regular clothing?

VI. FOLLOWING DIRECTIONS-----An important part of succeeding in clothing construction is following directions.

__________19. Read the two paragraphs under the heading "Taking Body Measurements" on page 12. List four steps, in order, for taking body measurements.

__________20. Read pages 86-87 beginning with "Stitch The Darts". Number the following steps in the correct order for making a dart.

_____Stitch from the wide end to the point.

_____Crease along the center line, right sides together

_____Clip threads about 2" long and tie in a knot.

_____Pin baste with heads of pins toward fold of dart.

_____Press toward center front.

Read and study the following directions from a pattern, lower right hand block from page 25. Answer the following questions:

__________21. How many darts were made in diagram A?

__________22. Circle the underarm dart which has been pressed down.

__________23. Circle the darts where they have been clipped.

ANSWERS

1. Page 10
2. Preliminaries, Beginner Projects, Special Skills, General Know-How, Decorative Extras
3. Page 8
4. Helps one interpret and uses the information on the back of a pattern envelope when getting ready to sew a project.
5. Reader's Guide to Periodical Literature
6. Card Catalog
7. Consumer Reports
8. —
9. /
10. Extra inches added to insure wearing comfort
11. Words written on the pattern envelope
12. The most basic step in sewing is selecting the right pattern size.
13. Height, backwaist measurement and body proportions
14. Horizontal body measurements
15. F
16. F
17. T
18. T
19. Tie a string around your waist...Measure the body at the points designated... Record on chart...Check periodically
20. 3—1—4—2—5
21. 3
22. Answer indicated on a sheet attached to exercise.
23. Answer indicated on a sheet attached to exercise.

READING LEVEL	I.R.I. SCORE
Independent	20 - 23
Instructional	16 - 19
Frustration	less than 16

Diagnostic information on parts of the book; use of resources; understanding vocabulary; main ideas; pertinent details; following directions.

INFORMAL READING INVENTORY

SUBJECT: Home Economics

GRADE LEVEL: 8th

SOURCE: The World Of Food
Eva Medved
Ginn and Company
Lexington, Massachusetts, 1973

EDUCATOR: Peggy Campbell

SCHOOL: Westerly Parkway Junior High School

GENERAL DIRECTIONS-----This is a survey to measure your skills in reading in general and your home economics book in particular. The results will enable us to be better able to plan your own course of study by indicating in what areas you are strongest and in what areas you are weakest. Each series of questions is designed to measure a particular skill as indicated by the headings which precede each group of questions. Follow the directions carefully. Be sure to try to answer all questions.

I. PARTS OF THE BOOK-----This section is designed to see if you know the functions of various parts of the book and can utilize them while studying. Turn to Chapter 5 in World Of Food:

__________ 1. On what page does chapter five begin?

__________ 2. If you wanted a reference for the topic "safety", where would you look in the text?

__________ 3. In what part of the book would you find a recipe for Baked Custard? On what page?

__________ 4. Why are vocabulary words and their definitions listed at the beginning of each chapter?

II. USE OF RESOURCES-----In this course we will use resources outside the text to learn more about different topics. These questions are to see how familiar you are with various resource materials.

__________ 5. If you wanted to find a particular book in the library, how would you find it?

__________ 6. If you wanted current magazine articles on a topic, where would you look to find out what magazines and issues had information on your topic?

__________ 7. Name one set of encyclopedias.

III. UNDERSTANDING VOCABULARY-----Define the following words or terms as they appear in the context of this chapter.

__________ 8. Utensil

__________ 9. Large appliances

__________10. Small appliances

__________11. Recipe

__________12. Pretreatment of pans and dishes

__________13. Staples

__________14. Perishables

__________15. Work Plan

__________16. Sanitation

IV. COMPREHENSION------The questions below are designed to see if you can understand the materials you read.

17. List the five steps in food preparation.
    a.
    b.
    c.
    d.
    e.

18. What are the three main activities in a kitchen?
    a.
    b.
    c.

19. In what ways can clean-up after meals be made easier?
    a.
    b.
    c.

__________20. What are the advantages of a time-plan for preparing food?

21. How can you save time and energy in the kitchen?
    a.
    b.
    c.
    d.
    e.

22. How can you save fuel in the kitchen?
    a.
    b.
    c.

23. What causes electrical fires?
    a.
    b.
    c.

__________24. What is your best guide to the care of large and small appliances?

__________25. What is the main idea of this chapter?

ANSWERS

1. Page 58
2. Index
3. Appendix.....Page 472
4. So that you can become familiar with new words and their meanings.
5. Look it up in the Card Catalog under the author's name.
6. Reader's Guide To Periodical Literature
7. Britannica, World Book, Colliers
8. Bowls, pans, pancake turners -- tools used in food preparation
9. Range, refrigerator
10. Hand mixers, toasters
11. A set of instructions for preparing food.
12. Rinsing or soaking, depending on soil and the kind of pan.
13. Foods which are stored often and which are stored at room temperature such as flour, sugar, salt and rice.
14. Foods which require refrigerator storage such as milk, eggs and fresh vegetables and fruits.
15. A detailed listing of the steps necessary to perform a job or task.
16. Methods used to prevent and control the spread of bacteria and other microorganisms.
17. a. decide which foods you wish to make
    b. find the recipes
    c. check your supplies
    d. prepare a grocery list
    e. establish a time work plan
18. a. food storage and preparation
    b. cleaning up
    c. cooking and serving food
19. a. Do not let foods harden or dry out on utensils or plates
    b. Wash utensils and dishes and return them to their storage while foods are being cooked
    c. Dispose of any empty jars or cans, waste paper and garbage
20. You know which jobs you should be performing in logical order and you will be ready to serve at the stated time.
21. a. Both large and small equipment should be arranged so that activities do not crisscross
    b. Utensils that you use most often should be within easy reach
    c. When an item is used at more than one center, store at the center where it is used first
    d. Use a time-work plan
    e. Understand the recipe
22. a. By using proper heat settings for burners and overs and by turning them off as soon as food is cooked.
    b. Prepare more than one food at a time in the oven.
    c. Do not preheat too far in advance.
23. a. Overloading the electrical outlet
    b. Frayed cords
    c. Broken plugs
24. The instruction booklet which comes with your appliance.
25. The cook, the kitchen, and all equipment to be used must be clean and organized so that cooking can be done with the least effort and confusion.

READING LEVEL	I.R.I. SCORE
Independent	22 - 25
Instructional	17 - 21
Frustration	less than 17

Diagnostic information on parts of the book; use of resources; understanding vocabulary; comprehension.

INFORMAL READING INVENTORY

SUBJECT: Industrial Arts - Metals

GRADE LEVEL: 8th

SOURCE: General Metals, 2nd Edition
John Feirer
McGraw-Hill Book Company, 1959

EDUCATOR: John Kubalak

SCHOOL: Penns Valley Junior High School

GENERAL DIRECTIONS-----This is a diagnostic survey based on the book General Metals to help evaluate certain skills that are needed to be successful in the metal shop. This is NOT a graded test but you are expected to do your best. Read each question carefully and give the best answer you can find.

I. Along the given line, from point A, measure the following lengths and label them according to their number.

__________ 1. 2 1/2

__________ 2. 3 1/4

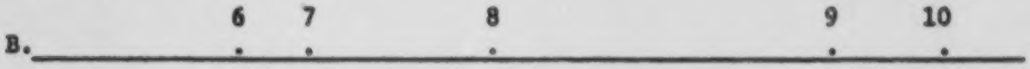
__________ 3. 4 5/8

__________ 4. 1 7/16

__________ 5. 11/16

A.____

II. Measure the distance from point B to the number and place the answer in the space provided.



__________ 6.

__________ 7.

__________ 8.

__________ 9.

__________10.

III. Turn to page 131 in the book and answer the following questions.

__________11. What is the overall size of the metal needed to make the box?

__________12. What is the size of the tabs?

__________13. How many holes are made in the tabs?

__________14. How are the holes made?

__________15. What is the size of the smallest side of the box?

IV. Read pages 128-130 and answer the following questions.

__________16. Define pattern or stretchout.

__________17. Define template

__________18. Define hem

__________19. Define allowances

__________20. Define parallel

V. Noting main ideas

__________21. What is the purpose of a hem?

__________22. Name the four types of pattern development.

__________23. When would a lap seam be used?

__________24. When would a grooved seam be used?

VI. Drawing conclusions

__________25. Why is a radial line development used for making a funnel?

__________26. When would you use triangulation?

__________27. Which is the stronger joint, a soldered lap seam or a soldered grooved seam?

VII. Layout a metal box that is similar to the one on page 131, but with the following exceptions:

28. 3/16 single hem

29. length 5"

30. width 2 1/2"

31. made from 28 ga. tin plate

READING LEVEL	I.R.I. SCORE
Independent	28 - 31
Instructional	21 - 27
Frustration	less than 21

Diagnostic information on measurement; answering questions; noting main ideas; drawing conclusions.

INFORMAL READING INVENTORY

SUBJECT: Mathematics

GRADE LEVEL: 7th

SOURCE:
Steins Refresher Mathematics
Edwin Stein
Allyn and Bacon
Boston, Massachusetts, 1961

EDUCATOR: Dotty Delafield

SCHOOL: Westerly Parkway Junior High School

GENERAL DIRECTIONS-----These questions are to help me decide how well you understand your textbook, and to help me make some learning centers for you in the library. THIS IS NOT FOR A GRADE. Some of the questions are taken from your textbook, Refresher Mathematics. Read each question carefully and follow directions. If the question is a multiple choice, place the correct letter of the answer to the left of the question.

________ 1. What does the expression $2 + 3 - 4 = 1$ mean in words?
- (a) two divided by three minus four equals one
- (b) two plus three divided by four equals one
- (c) two plus three minus four equals one
- (d) two times three minus four equals one

________ 2. Which symbol(s) means three divided by four?
- (a) $3 + 4$
- (b) $3 - 4$
- (c) $3 \div 4$
- (d) $3/4$
- (e) $4/3$
- (f) $4 \div 3$

________ 3. This symbol (=) means equal to. This symbol ($\neq$) means does not equal. Indicate the symbol below that means not $>$
- (a) $\neq$
- (b) $\div$
- (c) x
- (d) $+$
- (e) $\nless$
- (f) $\ngtr$
- (g) $>$
- (h) $<$

________ 4. Match the symbols below the with correct word in the right hand column. Put the letter of the correct answer in the space to the left of the symbol.

(Questions are listed on the next page)

_____	÷	a. minus
_____	+	b. plus
_____	-	c. six
_____	<	d. times
_____	>	e. seven
_____	x	f. eight
_____	7	g. less than
_____	6	h. divided by
_____	8	i. greater than

_____ 5. Turn to page 205 in your textbook. This is a table of numbers that mean the same thing. Which numbers below mean the same as 75%?

(a) 70% (e) 7/10
(b) 80% (f) 4/5
(c) .75 (g) 3/4
(d) .7 (h) .80

_____ 6. Turn to page 205 in your textbook. Which numbers below mean the same as 5/8?

(a) 3/5 (e) 62 1/2%
(b) 7/10 (f) 66 2/3%
(c) .6 (g) .625
(d) .4

_____ 7. Turn to page 356. This map shows the various time zones in the United States. Match the places below with the correct time zone.

_____	Denver	a. Pacific Standard Time
_____	Johnson City	b. Mountain Standard Time
_____	San Francisco	c. Central Standard Time
_____	St. Louis	d. Eastern Standard Time

Use your textbook to answer the next four questions. Put the letter of the correct answer in the space provided to the left of the question.

_____ 8. The Index in this book begins on what page?
(a) 2 (b) v (c) 589 (d) 599

_____ 9. The Table of Contents of this book is:
(a) at the end of the book (b) in the middle of the book
(c) at the beginning of the book (d) there isn't one in this book

_____ 10. The chapter on square and square roots begins on what page?
(a) 269 (b) 255 (c) vii (d) 529

_____ 11. Turn to page 530 in your textbook. What is the main topic of this page?
(a) occupations (b) earning money (c) hours (d) work

To answer the next four questions, read the first two paragraphs found on page 530 of your textbook.

_____ 12. Is a tip considered as income? (a) yes (b) no

_____ 13. How are weekly wages found?
(a) multiply the time-and-a-half times the double time
(b) multiply the bonuses times the hours of work
(c) multiply the hourly rate by the number of hours of work
(d) multiply the hourly rate by the double time

_________14. What is given in problem number 2 on page 530?
(a) 40 hours per week
(b) the total amount earned
(c) the weekly earnings
(d) the overtime

_________15. Now you know that double time is paid for holidays and Sundays. Suppose you have a job. One day your boss offers you a chance to give up your holidays and Sundays to work for double time. Would you work? Why or why not?

ANSWERS

1. (c)
2. c, d, and e
3. f
4. h
b
a
g
i
d
e
c
f

7. b
d
a
c
8. c
9. c
10. b
11. b
12. a
13. c
14. a
15. Evaluate individually

READING LEVEL	I.R.I. SCORE
Independent	13 - 15
Instructional	10 - 12
Frustration	less than 10

INFORMAL READING INVENTORY

SUBJECT: Pre-Algebra

GRADE LEVEL: 7th - 9th

SOURCE: Pre-Algebra Mathematics
Holt, Rinehart and Winston

EDUCATOR: Nancy Cooper

SCHOOL: Penns Valley Junior High School

GENERAL DIRECTIONS-----This is a questionnaire to measure your skills in reading math in general and your math book in particular. This will not be graded. However, the results will be used in planning the Pre Algebra curriculum since this survey will show your strongest and weakest areas. Read each direction and question carefully in order to give the best answer.

I. PARTS OF THE BOOK-----This section will indicate your ability to understand different parts of the book. To read this book correctly you need to understand how it is organized. Read pages 31-35 in your text book. You may refer back to the pages for answers.

__________ 1. What is the title of this chapter?

__________ 2. What do the orange colored squares represent?

__________ 3. List the main topics discussed in this section.

II. MAIN IDEAS AND DETAIL-----This part is designed to show how well you can pick out the important details in reading.

__________ 4. Give an example of a subset of whole numbers.

__________ 5. What is this symbol (∅)?

__________ 6. In your own words state the property of zero for addition and multiplication.

__________ 7. Complete the following:
(a) 107 x _____ = 107
(b) 45 + 45 = _____
(c) 6 + _____ = 6

__________ 8. When are two sets equal?

III. INTERPRETING AND UNDERSTANDING MATH WORDS AND SYMBOLS------Mathematics has its own vocabulary and symbols. It is essential you know their meanings. The following will show your ability to exchange words and symbols. Read pages 359-361 and answer the following questions.

Write the following in words:

__________ 9. $\frac{c}{d} = \underline{\pi}$

__________ 10. $C = 2r \cdot \underline{\pi}$

__________11. P → c

Write in symbols:

__________12. Area equals Pi times the radius squared.

__________13. Circumference equals the diameter times Pi

IV. VOCABULARY------This sections is to see if you can understand word meaning through context. Use the words RADIUS, DIAMETER, SQUARE UNITS, and CIRCLE to define the circumference and area of a circle.

__________14 - 15. CIRCUMFERENCE =

__________16 - 17. AREA =

V. OBTAINING INFORMATION FROM READING------In this part, you will be asked to read a set of instructions and then follow them. It will indicate how carefully you read to obtain information. Read page 381 and answer the following questions.

__________18. What materials are needed to construct an angle?

__________19. Explain the importance of using the different letters: A B C A' B' and C'.

__________20. Write A prime B prime in symbols.

__________21 - 22. Construct an angle following steps number 1-7.

VI. READING TABLES------An important part of math is reading tables. This section will show how well you interpret the square root table. Turn to page 421 and answer the following questions.

__________23. What is the square root of 10?

__________24. 3 is the cube root of what number?

__________25. The square root of 10,000 is?

__________26. 66 squared is?

VII. PROBLEM SOLVING-----This section will show your ability to understand instructions for solving specific problems. Read pages 48-49 and answer the following questions.

__________27. Explain the importance of parenthesis.

__________28. What is meant by the term "order of operations"?

__________29. When solving a problem without parenthesis what operation is performed first?

__________30. If the problem has only subtraction and addition, which is performed first?

VIII. COMPUTING-----In this part, you will show how well you can apply your reading to problems. Solve the following according to pages 48-49.

__________31. $15 + 2 \times 3 =$

__________32. $(8 + 4) \div 3 =$

__________33. $7 + 4 - 6 \times 1 =$

__________34. $18 \div 6 . 2 \div 6 =$

ANSWERS

1. Operations And Their Properties
2. Definitions
3. Natural Numbers and Whole Numbers Subsets
   The Number Zero
   The Number One
4. Many answers
5. Empty set
6. Any number plus zero is that same number. Zero times any number is zero.
7. a. 1
   b. 1
   c. 1
8. When they have the same number of elements
9. The circumference divided by the diameter equals Pi.
10. The circumference equals two times the radius times Pi.
11. P implies c
12. $A = \pi . r^2$
13. $C = \pi . d$

14-15. The circumference of a circle equals the diameter times Pi or 2 times radius.

16-17. The area of a circle equals Pi times the radius squared and is expressed in square units.

18. Paper, pencil, straight edge, and compass.
19. Differentiates the points, each point has one and only one name.
20. A' B'

21-22. Any angle

23. 3.162
24. 2
25. 100
26. 4356
27. The first step you solve in an equation.
28. Whether you perform addition, subtraction, multiplication or division.
29. Multiplication or division (which ever comes first)
30. Take them in order from left to right.
31. 21
32. 4
33. 5
34. 1

READING LEVEL	I.R.I. SCORE
Independent	30 - 34
Instructional	24 - 29
Frustration	less than 24

Diagnostic information on parts of the book; main ideas and details; interpreting and understanding math words and symbols; vocabulary; obtaining information from reading; reading tables; problem solving; computing.

INFORMAL READING INVENTORY

SUBJECT:	Science
GRADE LEVEL:	8th
SOURCE:	Physical Science: A Search For Understanding Brown, and Anderson J. B. Lippincott and Company New York, 1972
EDUCATOR:	Elaine Torok Schuckers
SCHOOL:	Park Forest Junior High School

I am giving you this inventory to find out your skills in certain areas of science. It will help me make plans for our units of study.

Read each question carefully and try to give me the best answer you can find.

There is NO GRADE for this survey.

Write the answer on the left side of the paper.

I. PARTS OF THE BOOK--This part of the inventory is to see how well you use different parts of the book.

__________ 1. On what page does the Index begin?

__________ 2. If I want to look up a definition in your book, where would I look?

__________ 3. On what page is the definition of "diffusion" listed?

__________ 4. How many chapters are in our science book?

__________ 5. What is the title of Chapter 13? (a) Energy In Waves (b) Waves Of Energy (c) Energy From Waves (d) Sound

__________ 6. The questions at the end of every section in your book are called: (a) Did You Learn? (b) Should You Learn? (c) Have You Learned?

II. USE OF RESOURCES--This is to find out if you are familiar with resource materials related to science.

__________ 7. Are there sets of encyclopedias with material just for science?

__________ 8. Encyclopedias are located: (a) In the front of the LRC (b) Behind Mrs. Cox's desk (c) In the media center

__________ 9. Pure science books have what call numbers?

__________ 10. Name one magazine I could use for a science current event.

III. VOCABULARY - Read "How Atoms Differ" Section 3, pages 158-162--This section is to see if you can find meanings through reading in your text book.

_________11. An atom is defined as: (a) the largest particle of an element (b) The smallest particle of a molecule (c) the smallest particle of an elemen

_________12. The neutral part of the atom is the __?__.

_________13. The electron revolves so fast around the nucleus we say it surrounds the nucleus with: (a) A shower of power (b) A cloud of energy (c) A cloud of power

_________14. Atomic weights are not whole numbers. They are: (a) fractions (b) an example (c) an average

IV. NOTING THE MAIN IDEA--In this section I am trying to find out if you can tell the main idea from supporting details. Turn to page 158. Read the first three paragraphs. Write the main idea for each paragraph on the lines below.

15. Paragraph #1:____

____

____

16. Paragraph #2:____

____

____

17. Paragraph #3____

____

____

V. NOTING PERTINENT SUPPORTING DETAILS--This is to find out how well you can find details that give more information about the main ideas in your book.

_________18. The weight and size of a proton and neutron are: (a) equal in weight and size (b) equal in weight but not size (c) equal in size but not in weight.

_________19. In comparison to the weight and size of the proton and neutron, the electron is: (a) very small (b) much larger (c) equal in size and weight.

_________20. The atomic weight of carbon is __?__.

_________21. Carbon has how many isotopes?

VI. FOLLOWING DIRECTIONS--This section is designed to see how well you follow directions.

__________ 22. Using the index, tell me on which page I would find "surface tension"?

23. Write the first word on page 7, the last word on page 43, and the word used to describe the speed of the electron on page 158. Fill in the blanks below.

__________ Page 7 __________ Page 43 __________ Page 158

24. Read page ix in the Contents. In what section and on what page would I find out how to build a simple thermometer?

__________ Section __________ Page

VII. DRAWING CONCLUSIONS--This is to see how well you can read and then draw conclusions from what you have read.

__________ 25. The atomic weight of an atom is the weight of one proton or neutron. The atomic number tells you the number of protons or electrons. The atomic number of copper is 29 and the atomic weight is 64. How many neutrons are there?

__________ 26. The number of neutrons can vary in the same element (isotopes). The neutron has no effect on the chemical activity of the atom. What would you say about the chemical activity of the 3 carbon isotopes? (a) Act 3 different ways (b) act like 3 different elements (c) act the same way

__________ 27. Only a few atomic numbers are whole numbers. Why is this? Because most elements: (a) are magnetic (b) have ions (c) have isotopes

VIII. APPLYING THEORETICAL INFORMATION--This section is used to see if you can read and then form a theory (hypothesis, or an educated guess) about what you think will happen.

__________ 28. After having read about the three kinds of particles found in an atom, page 158, what do you think would happen to the nucleus if the neutron had a negative charge? (a) break apart (b) stop moving (c) become a new element

IX. UNDERSTANDING FORMULAS AND EQUATIONS--This is to see how well you are able to understand formulas and equations.

__________ 29. What does this mean in a chemical formula $\longrightarrow$

__________ 30. The large number to the left of the formula stands for the number of ? .

__________ 31. All equations must be ? .

ANSWERS

1. 492
2. Glossary
3. 483
4. 15
5. (d)
6. (c)
7. Yes
8. (b)
9. 600
10. Any reasonable answer
11. (c)
12. Neutron
13. (b)
14. (c)
15. An atom is the smallest particle of an element.
16. The nucleus is near the center of the atom and is composed of two types of particles.
17. The electron revolves around the nucleus at great speeds.
18. (a)
19. (a)
20. .01
21. 3
22. 83
23. Science is great!
24. 1 110
25. 35
26. (c)
27. (c)
28. (a)
29. Yield
30. Molecules
31. balanced

READING LEVEL	I.R.I. SCORE
Independent	28 - 31
Instructional	21 - 27
Frustration	less than 21

Diagnostic information on parts of the book; use of resources; vocabulary; noting the main idea; noting pertinent supporting details; following direction; drawing conclusions; applying theoretical information; understanding formulas and equations.

INFORMAL READING INVENTORY

SUBJECT: Social Studies

GRADE LEVEL: 8th

SOURCE: History Of Our United States
Eibling, King and Harlow
Laidlaw Brothers
Atlanta, Georgia

EDUCATOR: Jeff Wert and Bob Sealy

SCHOOL: Penns Valley Junior High School

GENERAL DIRECTIONS------This is a survey to help me evaluate the skills you will be using in this course. This is not a test to see what facts you know and will not be given a grade. Read each question carefully and give the best answer you can find.

I. PARTS OF THE BOOK------This section is designed to see if you know the functions of various parts of the book and can utilize them while studying.

__________ 1. On what page does Chapter 7 begin?

__________ 2. Name the title of the unit of which it is a part.

__________ 3. If you wanted a page reference for the topic "Truman, Doctrine", where would you look in the text? On what page?

__________ 4. In what part of the book would you find a definition of embargo? On what page?

__________ 5. Why are vocabulary words listed at the end of each chapter?

II. USE OF RESOURCES------In this course, we will use resources outside the text to learn more about different topics. These questions are to see how familiar you are with various resource material.

__________ 6. If you wanted to find a particular book in the library, how would you find it?

__________ 7. Name one set of encyclopedias. How are the topics in them arranged?

__________ 8. If you wanted current magazine articles on a topic, where would you look to find out what magazines and issues and information on your topic?

__________ 9. What system of serial classification is used to classify books in the school library?

USE OF CHARTS, GRAPHS, ETC.-----To help you have a better understanding of certain topics, we will be dealing with in this course, graphs and charts will be used. These questions are to see how well you understand information given in this form.

Turn to page 86. Read the chronology, then answer the questions.

__________10. What year was St. Augustine founded?

__________11. What was the thirteenth colony founded in 1733?

Turn to page 451 in the text. Answer these questions on that chart.

__________12. Approximately how many elementary students were there in 1960?

__________13. Approximately how many high school students were then in 1910?

IV. UNDERSTANDING VOCABULARY-----This section is to see if you can understand word meaning through context.

Turn to page 282. Read section entitled "Hayne's Argument". Answer the questions below.

__________14. What does the author mean by Sectionalism?

__________15. Define nulification as used in that paragraph.

Turn to page 130. Read "Patriots and Loyalists". Answer the questions below.

__________16. Define loyalists.

__________17. What are mercenaries?

__________18. Why did Thomas Paine write "Common Sense"?

V. NOTING THE MAIN IDEA-----This section is to see if you can distinguish the main idea from supporting details.

__________19. Turn to page 113 and read the section "Taxation Without Representation." Write the main idea of each of the two paragraphs.

VI. COMPREHENSION-----The questions below are designed to see if you can understand the materials you read. Read pages 91-92, then answer the questions below.

__________20. What is the relationship between French settlers and the French Government?

__________21. Give an example of prior behavioral trait of the French and English people which the author discusses.

__________22. What patterns of learned behavior become established between the French and English?

__________23. What happened to the Dutch, Finns, and Swedish people?

__________24. Why were the Indians to become involved in this conflict?

ANSWERS

1. Page 125
2. The Founding Of A New Nation
3. Index Page 570
4. Dictionary of Historical Terms Page 645
5. To review and point out basic concepts emphasized in the chapter.
6. Go to the Card Catalog and look under the author's name.
7. Britannica, World Book, Colliers, etc. Alphabetical order.
8. Reader's Guide
9. Depending on school—Library of Congress or Dewey Decimal.
10. 1565
11. Georgia
12. 61 million
13. 1 million
14. Different geographic sections of the United States.
15. Null and void.
16. People loyal to King George III
17. Hired soldiers
18. To influence the colonists to accept independence.
19. England wanted the colonists to pay their share of the French and Indian war debt. The colonists weren't represented, therefore they shouldn't be taxed.
20. The King rules - subjects obeyed.
21. Queen Ann's War, King Williams War and King George's War.
22. War
23. Absorbed
24. It was their land.

READING LEVEL	I.R.I. SCORE
Independent	21 - 24
Instructional	16 - 20
Frustration	less than 16

Diagnostic information on parts of the book; use of resources; use of charts, graphs, etc.; understanding vocabulary; noting the main idea; comprehension.

CLOZE TEST

SUBJECT: Biology

GRADE: 9th

SOURCE: BSCS Green Version, High School Biology
Rand McNally and Company
Chicago, 1968

EDUCATOR: Paula Myers

SCHOOL: Westerly Parkway Junior High School

A paper bag will hold potatoes, but it will not hold water very long. A plastic bag will _____ 1 water, but oxygen will _____ 2 through the plastic fast _____ 3 to keep a goldfish _____ 4 in the water (but _____ 5 enough to keep _____ 6 alive — you need more _____ 7 than a goldfish does). _____ 8 paper bag is permeable _____ 9 water but not to _____ 10; the plastic bag is _____ 11 to oxygen but not _____ 12 water. A membrane that _____ 13 permeable to some substances _____ 14 not to others is _____ 15 to be differentially permeable.

_____ 16 molecules that diffuse easily _____ 17 cell membranes are those _____ 18 water, carbon dioxide, and _____ 19. Many ions of inorganic _____ 20 also diffuse easily. But _____ 21 molecules of many compounds _____ 22 are dissolved or suspended _____ 23 the cell are too _____ 24 to pass through the _____ 25 membrane by diffusion.

The _____ 26 in which any given _____ 27 of molecule or ion _____ 28 is determined, as we _____ 29 discussed above, by its _____ 30. If the concentration is _____ 31 outside the cell, the _____ 32 of diffusion is into _____ 33 cell. The direction is _____ 34 if the concentration is _____ 35 within the cell.

Differential _____ 36 is of special importance _____ 37 we consider the water-diffusion _____ 38 of a cell. Let _____ 39 assume that Compound X, _____ 40 molecules are too large _____ 41 diffuse through the cell _____ 42, is found in a _____ 43 high concentration within a _____ 44 but does not occur _____ 45 the fluid outside the _____ 46.

First, imagine that the _____ 47 has no membrane. The _____ 48 for the solution to _____ 49 uniform results in the _____ 50 of the molecules of X _____ 51 the area of their _____ 52 concentration to the area _____ 53 their lower concentration.

ANSWERS

1. hold
2. pass
3. enough
4. alive
5. not
6. you
7. oxygen
8. The
9. to
10. potatoes
11. permeable
12. to
13. is
14. and
15. said
16. Among
17. through
18. of
19. oxygen
20. substances
21. the
22. that
23. inside
24. large
25. cell
26. direction
27. kind
28. diffuses
29. have
30. concentration
31. greater
32. direction
33. the
34. outward
35. higher
36. permeability
37. when
38. relationships
39. us
40. whose
41. to
42. membrane
43. relatively
44. cell
45. in
46. cell
47. cell
48. tendency
49. become
50. diffusion
51. from
52. higher
53. of

READING LEVEL	CLOZE TEST SCORES
Independent	30 - 53
Instructional	23 - 29
Frustration	0 - 22

CLOZE TEST

SUBJECT: Business Mathematics

GRADE: 9th

SOURCE: General Business For Economic Understanding
DeBrum, Haines, Malsbary, Crable
South-Western Publishing Company

EDUCATOR: Dixie Vogt

SCHOOL Penns Valley Junior High School

It is risky for a traveler to carry a large sum of money, since it can be easily lost or stolen while he is moving about and staying in strange places. It is also inconvenient $\underset{1}{\underline{\hspace{2em}}}$ him to try to $\underset{2}{\underline{\hspace{2em}}}$ his traveling expenses with $\underset{3}{\underline{\hspace{2em}}}$ checks, since he will $\underset{4}{\underline{\hspace{2em}}}$ dealing largely with strangers $\underset{5}{\underline{\hspace{2em}}}$ will not know whether $\underset{6}{\underline{\hspace{2em}}}$ checks are good. Even $\underset{7}{\underline{\hspace{2em}}}$ orders and bank drafts $\underset{8}{\underline{\hspace{2em}}}$ not be entirely satisfactory, $\underset{9}{\underline{\hspace{2em}}}$ the traveler may not $\underset{10}{\underline{\hspace{2em}}}$ able to get the $\underset{11}{\underline{\hspace{2em}}}$ that is necessary in $\underset{12}{\underline{\hspace{2em}}}$ such forms.

Special forms $\underset{13}{\underline{\hspace{2em}}}$ making payment have been $\underset{14}{\underline{\hspace{2em}}}$ for the traveler's use. $\underset{15}{\underline{\hspace{2em}}}$ forms are known as $\underset{16}{\underline{\hspace{2em}}}$ checks. They can be $\underset{17}{\underline{\hspace{2em}}}$ at banks, office of $\underset{18}{\underline{\hspace{2em}}}$ companies, travel bureaus, and $\underset{19}{\underline{\hspace{2em}}}$ Western Union offices. A $\underset{20}{\underline{\hspace{2em}}}$ charge, in addition to $\underset{21}{\underline{\hspace{2em}}}$ face value, is made $\underset{22}{\underline{\hspace{2em}}}$ travelers checks. They can $\underset{23}{\underline{\hspace{2em}}}$ bought in convenient denominations $\underset{24}{\underline{\hspace{2em}}}$ as \$10, \$20, \$50, $\underset{25}{\underline{\hspace{2em}}}$ \$100.

The travelers check $\underset{26}{\underline{\hspace{2em}}}$ two spaces for the $\underset{27}{\underline{\hspace{2em}}}$ signature. When he buys $\underset{28}{\underline{\hspace{2em}}}$ checks, the traveler signs $\underset{29}{\underline{\hspace{2em}}}$ in the presence of $\underset{30}{\underline{\hspace{2em}}}$ agent. When a check $\underset{31}{\underline{\hspace{2em}}}$ cashed, it is signed $\underset{32}{\underline{\hspace{2em}}}$ in the presence of $\underset{33}{\underline{\hspace{2em}}}$ person cashing it. The $\underset{34}{\underline{\hspace{2em}}}$ of the two signatures $\underset{35}{\underline{\hspace{2em}}}$ adequate identification.

Travelers checks $\underset{36}{\underline{\hspace{2em}}}$ commonly accepted by banks, $\underset{37}{\underline{\hspace{2em}}}$ companies, hotels, restaurants, stores, $\underset{38}{\underline{\hspace{2em}}}$ other organizations throughout the $\underset{39}{\underline{\hspace{2em}}}$. Almost anyone is willing $\underset{40}{\underline{\hspace{2em}}}$ accept a travelers check $\underset{41}{\underline{\hspace{2em}}}$ there is little chance $\underset{42}{\underline{\hspace{2em}}}$ its not being signed $\underset{43}{\underline{\hspace{2em}}}$ the right person.

When $\underset{44}{\underline{\hspace{2em}}}$ buy travelers checks you $\underset{45}{\underline{\hspace{2em}}}$ immediately record the serial $\underset{46}{\underline{\hspace{2em}}}$

1.55

of each check on ____ form that is generally ____ by the issuing agency. ____
47 48 49

on the form you ____ also note the place ____ date of each check ____.
50 51 52

ANSWERS

1. for
2. pay
3. personal
4. be
5. who
6. his
7. money
8. may
9. as
10. be
11. identification
12. cashing
13. for
14. designed
15. These
16. travelers
17. bought
18. express
19. many
20. reasonable
21. the
22. for
23. be
24. such
25. and
26. provides
27. traveler's
28. the
29. each
30. the
31. is
32. again
33. the
34. similarity
35. provides
36. are
37. transportation
38. and
39. world
40. to
41. since
42. of
43. by
44. you
45. should
46. number
47. a
48. furnished
49. Then
50. should
51. and
52. cashed

READING LEVEL	CLOZE TEST SCORES
Independent	29 - 52
Instructional	22 - 28
Frustration	0 - 21

1.56

CLOZE TEST

SUBJECT: English

GRADE: 7th

SOURCE: "Get It On!"
Car And Driver
April, 1976

EDUCATOR: -----

SCHOOL: Penns Valley Junior High School

CLOZE PROCEDURE

I thought I'd meet them coming around the lagoon, so I pulled off the road onto
a flat tongue of land sticking out into the water and waited, listening for the
sound of their engines. Across the lagoon, a _____1 away, the Bolinas headland
_____2 out of the water, _____3 ring of wooden houses _____4 on stilts around its _____5.
The morning sun sparkled _____6 the Pacific, but the _____7 around the edge of
_____8 lagoon was still in _____9.
After a while, when _____10 still hadn't come, I _____11 to drive on toward _____12
Beach anyway. I thought _____13 might get up onto _____14 escarpment above Stinson
before _____15 came so I could _____16 them stream by. But _____17 met them right in
_____18 village, swarming across the _____19 past 19 Ed's Superette in _____20 file--about
fifty motorcycles _____21 all. I waited until _____22 last of them had _____23 the
intersection and then _____24 wheeled my car around _____25 went after them.
I _____26 the first backmarker at _____27 head of the lagoon. _____28 was wearing a
brown _____29 jacket and white helmet. _____30 rode stiffly, awkward and _____31.
He was too wooden _____32 go quickly. I passed _____33 and the man ahead _____34
him going under the _____35 beyond the bridge. Around _____35 headland I caught
sight _____37 the whole pack. It _____38 stringing out fast. The _____39 by the water's
edge _____40 alive with them, darting _____41 leaning and twisting like _____42

chasing over a lake. _____ 43 leaders were already rounding _____ 44 next bluff, a half _____ 45 across the inlet. I _____ 46 I'd never catch the _____ 47.

ANSWERS

1. mile-
2. rose
3. a
4. standing
5. base
6. on
7. road
8. the
9. shadow
10. they
11. decided
12. Stinson
13. I
14. the
15. they
16. watch
17. I
18. the
19. intersection.
20. double
21. in
22. the
23. cleared
24. I
25. and
26. caught
27. the
28. He
29. leather
30. He
31. upright
32. to
33. him
34. of
35. trees
36. the
37. of
38. was
39. road
40. was
41. and
42. swallows
43. the
44. the
45. mile
46. knew
47. front-runners

READING LEVEL	CLOZE TEST SCORES
Independent	27 - 47
Instructional	21 - 26
Frustration	0 - 20

CLOZE TEST

SUBJECT:	English
GRADE:	7th - 9th
SOURCE:	A Separate Peace John Knowles MacMillan and Company New York, New York, 1960
EDUCATOR:	Daniel Gallagher
SCHOOL:	Penns Valley Junior High School

The tree was tremendous; an irate steely black steeple beside the river. I was damned if ____ 1 climb it. The hell ____ 2 it. No one but Phineas ____ 3 think up such a ____ 4 idea.

He, of course, ____ 5 nothing the slightest bit ____ 6 about it. He wouldn't, ____ 7 wouldn't admit it if ____ 8 did. No Phineas.

"What ____ 9 like best about this ____ 10," he said in that ____ 11 of his, the equivalent ____ 12 sound of a hypnotist's ____ 13, "what I like best ____ 14 this tree is that ____ 15 such a cinch!" He ____ 16 his eyes wide and ____ 17 us his maniac look, ____ 18 only the smirk of ____ 19 wide mouth with his ____ 20 lip protruding reassured us ____ 21 wasn't completely goofy.

"Is ____ 22 what you like best," ____ 23 said sarcastically. I said ____ 24 lot of things sarcastically ____ 25 summer. That was my ____ 26 summer, 1942.

"Aey-uh," ____ 27 said. This weird New ____ 28 affirmative always made me ____ 29, as Finny knew, so ____ 30 had to laugh, which ____ 31 me feel less sarcastic ____ 32 less scared.

"There were ____ 33 others with us -- Phineas ____ 34 those days almost always ____ 35 in groups the size ____ 36 a hockey team -- and ____ 37 stood with me looking ____ 38 masked apprehension from him ____ 39 the tree. Its soaring ____ 40 trunk was set with ____ 41 wooden pegs leading up ____ 42 a substantial limb which ____ 43 farther toward the water. ____ 44 on this limb, you ____ 45 by a prodigious effort ____ 46 far enough out into ____ 47 river for safety. So ____ 48 had heard. At least ____ 49 17-year-old bunch ____ 50 do it; but they ____ 51 a crucial year's advantage ____ 52 us.

ANSWERS

1. I'd
2. with
3. would
4. crazy
5. saw
6. intimidating
7. or
8. he
9. I
10. tree
11. voice
12. in
13. eyes
14. about
15. it's
16. opened
17. gave
18. and
19. his
20. upper
21. he
22. that
23. I
24. a
25. that
26. sarcastic
27. he
28. England
29. laugh
30. I
31. made
32. and
33. three
34. in
35. moved
36. of
37. they
38. with
39. to
40. black
41. rough
42. to
43. extended
44. standing
45. could
46. jump
47. the
48. I
49. the
50. could
51. had
52. over

READING LEVEL	CLOZE TEST SCORES
Independent	29 - 52
Instructional	22 - 28
Frustration	0 - 21

1.60

CLOZE TEST

SUBJECT: English

GRADE: 8th

SOURCE: The Pigman
Paul Zindel
Dell Publishing Company
New York, New York, 1968

EDUCATOR: Cynthia Shirey

SCHOOL: Penns Valley Junior High School

I sat in a creaky wooden chair near the window, and I could feel a terrible draft. Outside, the snow was $\underset{1}{\_\_\_\_}$, and it looked very $\underset{2}{\_\_\_\_}$. There were a lot $\underset{3}{\_\_\_\_}$ pine trees, and the $\underset{4}{\_\_\_\_}$ was sticking to them. $\underset{5}{\_\_\_\_}$ dawned on me then $\underset{6}{\_\_\_\_}$ a strain it must $\underset{7}{\_\_\_\_}$ been on Mr. Pignati $\underset{8}{\_\_\_\_}$ have trudged all the $\underset{9}{\_\_\_\_}$ down to see the $\underset{10}{\_\_\_\_}$. He had even shoveled $\underset{11}{\_\_\_\_}$ walk outside, which I $\underset{12}{\_\_\_\_}$ was for us. And $\underset{13}{\_\_\_\_}$ at that moment, for $\underset{14}{\_\_\_\_}$ reason at all, I $\underset{15}{\_\_\_\_}$ the old lady at $\underset{16}{\_\_\_\_}$ street saying "Death is $\underset{17}{\_\_\_\_}$."

"Anybody hungry?" I asked, $\underset{18}{\_\_\_\_}$ out to the kitchen $\underset{19}{\_\_\_\_}$ without waiting for an $\underset{20}{\_\_\_\_}$. I came back with $\underset{21}{\_\_\_\_}$ candy on a plate. $\underset{22}{\_\_\_\_}$ I wanted was to $\underset{23}{\_\_\_\_}$ everybody up. The TV $\underset{24}{\_\_\_\_}$ certainly doing the best $\underset{25}{\_\_\_\_}$ could, with a blonde $\underset{26}{\_\_\_\_}$ singing "Hurray for Hollywood... $\underset{27}{\_\_\_\_}$" as two hundred chorus $\underset{28}{\_\_\_\_}$ lifted her up into $\underset{29}{\_\_\_\_}$ air.

"Have a piece $\underset{30}{\_\_\_\_}$ candy?" I asked, offering $\underset{31}{\_\_\_\_}$ plate to John. He $\underset{32}{\_\_\_\_}$ so hypnotised by that $\underset{33}{\_\_\_\_}$ he simply reached over $\underset{34}{\_\_\_\_}$ grabbed a piece and $\underset{35}{\_\_\_\_}$ it in his mouth $\underset{36}{\_\_\_\_}$ looking. Then a comedian $\underset{37}{\_\_\_\_}$ told a joke we $\underset{38}{\_\_\_\_}$ at.

"John," I whispered, "$\underset{39}{\_\_\_\_}$ think right now is $\underset{40}{\_\_\_\_}$ good time." I got $\underset{41}{\_\_\_\_}$ and turned the TV $\underset{42}{\_\_\_\_}$ and waited for John $\underset{43}{\_\_\_\_}$ start.

He looked very $\underset{44}{\_\_\_\_}$ over what we had $\underset{45}{\_\_\_\_}$ to tell the Pigman.

"$\underset{46}{\_\_\_\_}$ Pignatti -"

"Yes?"

"Mr. Pignati, $\underset{47}{\_\_\_\_}$ something Lorraine and I $\underset{48}{\_\_\_\_}$ we should tell you."

ANSWERS

1. falling
2. pretty
3. of
4. snow
5. it
6. what
7. have
8. to
9. way
10. baboon
11. the
12. knew
13. just
14. no
15. remembered
16. Chambers
17. coming
18. going
19. again
20. answer
21. some
22. all
23. cheer
24. was
25. it
26. starlet
27. La-La-La-De-Dum
28. boys
29. the
30. of
31. the
32. was
33. starlet
34. and
35. stuck
36. without
37. finally
38. laughed
39. I
40. a
41. up
42. down
43. to
44. nervous
45. decided
46. Mr.
47. there's
48. think

READING LEVEL	CLOZE TEST SCORES
Independent	27 - 48
Instructional	21 - 26
Frustration	0 - 20

CLOZE TEST

SUBJECT: Home Economics

GRADE: 7th and 8th

SOURCE: So You Are Ready To Cook
Mary Ann Duffie
Burgess Publishing Company
Minneapolis, Minnesota, 1974

EDUCATOR: Connie Martin

SCHOOL: Park Forest Junior High School

The story of nutrition is exciting and it is one we all should know in order to develop good food habits. Nutrition is a science ____1 deals with the food ____2 eat and how the ____3 uses it—the series ____4 processes by which the ____5 is changed to nourish ____6 bodies. Our bodies must ____7 able to build skin, ____8, blood, nerves, muscle tissues, ____9 all the other tissues ____10 in healthy body ____11 the food we eat. ____12 need food for energy ____13 work and play, to ____14, to breathe, and to ____15 the heart beating.

Less ____16 two hundred years ago, ____17 began investigating the relationship ____18 food and good health. ____19 that time a French ____20 discovered that the source ____21 body energy is the ____22 burning of food. World ____23 continued to investigate the ____24 between food and good ____25. In 1911, an English ____26 established that vitamins and ____27 are essential to our ____28 for growth and normal ____29. Since then, scientists have ____30 fifty to sixty nutrients. ____31, it is necessary to ____32 a variety of foods ____33 will provide the essential ____34 the body needs from ____35 Four Food Groups.

Good ____36 requires a knowledge of ____37 the human body needs ____38 how to acquire it. ____39, nutrition is one of ____40 most important scientific explorations. ____41 food industry is one ____42 the largest and most ____43 industries in the world. ____44 processors are pursuing scientific ____45 programs to help meet ____46 needs of the future. ____47 the excitement and drama ____48 the moon orbital flight? ____49 exploration into space would ____50 impossible without the proper ____51 for good nutrition.

ANSWERS

1. that
2. we
3. body
4. of
5. food
6. our
7. be
8. bone
9. and
10. needed
11. from
12. Your
13. for
14. move
15. keep
16. than
17. science
18. between
19. At
20. chemist
21. of
22. slow
23. scientists
24. relationship
25. health
26. scientist
27. minerals
28. bodies
29. development
30. discovered
31. Therefore
32. select
33. that
34. substances
35. the
36. nutrition
37. what
38. and
39. Today
40. our
41. The
42. of
43. important
44. Food
45. research
46. the
47. Remember
48. of
49. Man's
50. be
51. food

READING LEVEL	CLOZE TEST SCORES
Independent	29 - 51
Instructional	23 - 28
Frustration	0 - 22

CLOZE TEST

SUBJECT:	Home Economics
GRADE:	7th - 8th
SOURCE:	The World Of Food Eva Medved Ginn and Company Lexington, Massachusetts, 1973
EDUCATOR:	Peggy Campbell
SCHOOL:	Westerly Parkway Junior High School

The recipe is a blueprint or a pattern to follow in preparing foods. It will tell you ____ 1 ingredients to use and ____ 2 to put them together. ____ 3 recipe has two important ____ 4: (1) a list of ingredients ____ 5; and (2) directions for combining ____ 6 to make a specific ____ 7 product. Most foods undergo ____ 8 kind of preparation for ____ 9 table. There are so many ____ 10 recipes as there are ____ 11 to prepare food, some ____ 12 and some simple.

The ____ 13 used and the directions ____ 14 in a recipe for ____ 15 particular product follow special ____ 16 or principles which are ____ 17 upon science. From science ____ 18 learn what nutrients are ____ 19 food and how these ____ 20 will react to certain ____ 21 procedures. Science tells us ____ 22 protein will coagulate or ____ 23 firm when heated, and at high temperatures ____ 24 will toughen due to ____ 25 of water. We also learn that ____ 26 contain protein. By applying ____ 27 information to egg cookery, ____ 28 know that heat will ____ 29 egg protein to become ____ 30, and that low temperatures ____ 31 be used to prevent ____ 32 of egg protein. All ____ 33 recipes are built around ____ 34 cookery principles. Since foods ____ 35 made of many ingredients ____ 36 contain a variety of ____ 37 cookery is based upon ____ 38 scientific principles.

For good ____ 39 in preparing foods, it ____ 40 best to select tested ____ 41 standardized recipes. A tested ____ 42 standardized recipe is one ____ 43 which the proportion of ____ 44 has been carefully adjusted ____ 45 the directions for making ____ 46 follow the rules of ____ 47. By following a standardized ____ 48 carefully, you can produce ____ 49 high quality product every time. ____ 50 recipes are given in ____ 51 book and in most

1.65

____ (52), in government publications, in ____ (53) and food processor's booklets, ____ (54) in newspapers and magazines.

ANSWERS

1. which
2. how
3. Each
4. parts
5. used
6. them
7. food
8. some
9. the
10. different
11. ways
12. complicated
13. ingredients
14. given
15. a
16. rules
17. based
18. we
19. in
20. nutrients
21. cooking
22. that
23. become
24. it
25. loss
26. eggs
27. this
28. we
29. cause
30. firm
31. should
32. toughening
33. good
34. sound
35. are
36. which
37. nutrients
38. many
39. results
40. is
41. or
42. or
43. in
44. ingredients
45. and
46. food
47. science
48. recipe
49. a
50. Tested
51. this
52. cookbooks
53. manufacturer's
54. and

READING LEVEL	CLOZE TEST SCORES
Independent	31 - 54
Instructional	24 - 30
Frustration	0 - 23

CLOZE TEST

SUBJECT: Industrial Arts

GRADE: 8th

SOURCE: General Metals, 2nd Edition
John Feirer
McGraw-Hill Book Company
New York, New York, 1959

EDUCATOR: John L. Kubalak

SCHOOL: Penns Valley Junior High School

Metal casting consists in making a mold that contains a cavity, or opening, of the shape of the product. Molten metal is poured ____ 1 this mold. The molten ____ 2 is allowed to cool ____ 3 harden. It therefore takes ____ 4 shape of the cavity ____ 5 the mold.

Castings are ____ 6 in many different ways ____ 7 by many different processes, ____ 8 they all follow the ____ 9 procedures described here. First ____ 10 pattern of wood, metal, ____ 11, or wax is made. ____ 12 is slightly larger than ____ 13 finished casting, but exactly ____ 14 it. In most cases, ____ 15 original pattern is made ____ 16 wood. However, in high ____ 17, where many castings are ____ 18 from one pattern, the ____ 19 is metal. In some ____ 20, plastic patterns are used ____ 21 place of metal patterns. ____ 22 pattern must be slightly ____ 23 to allow for the ____ 24 of metal when it ____ 25. The pattern must also ____ 26 made larger in the ____ 27 that may require machining ____ 28.

The pattern is used ____ 29 make the mold. We ____ 30 make a sand mold, ____ 31 is one of the ____ 32 main ways of casting. ____ 33 pattern is placed in ____ 34 box, or flask, as ____ 35 is called, and then ____ 36 is packed around the ____ 37. Since the flask is ____ 38 in two or more ____ 39, it can be taken ____ 40 and the pattern removed. ____ 41 the pattern is removed, ____ 42 gate is cut to ____ 43 pour, or sprue hole ____ 44 the mold closed. If ____ 45 finished casting must have ____ 46 or other openings through ____ 47, special sand cores are ____ 48 in the mold before ____ 49. The molten metal is ____ 50 into this cavity.

ANSWERS

1. into
2. metal
3. and
4. the
5. in
6. produced
7. and
8. but
9. general
10. a
11. plastic
12. This
13. the
14. like
15. the
16. of
17. production
18. made
19. pattern
20. cases
21. in
22. The
23. larger
24. shrinkage
25. cools
26. be
27. areas
28. later
29. to
30. shall
31. which
32. five
33. The
34. a
35. it
36. sand
37. pattern
38. made
39. parts
40. apart
41. after
42. a
43. the
44. and
45. the
46. holes
47. it
48. placed
49. closing
50. poured

READING LEVEL	CLOZE TEST SCORES
Independent	29 - 50
Instructional	22 - 28
Frustration	0 - 21

CLOZE TEST

SUBJECT: Mathematics

GRADE LEVEL: 9th

SOURCE: Basic Computer Concepts
Heimer, et. al.
Bogden and Quigley, Inc.
Tarryton-on-Hudson, New York

EDUCATOR: Kurt Breon

SCHOOL: Penns Valley Junior High School

It was pointed out earlier that computers can add, subtract, multiply, and divide. In addition, computers can $\underset{1}{\_\_\_\_\_}$ certain other functions - which $\underset{2}{\_\_\_\_\_}$ somewhat from computer to $\underset{3}{\_\_\_\_\_}$. Essentially, however, all computers $\underset{4}{\_\_\_\_\_}$ in similar ways and $\underset{5}{\_\_\_\_\_}$ our computer, HYCOMP, will $\underset{6}{\_\_\_\_\_}$ to illustrate these basic $\underset{7}{\_\_\_\_\_}$. In any event, it $\underset{8}{\_\_\_\_\_}$ always true that there $\underset{9}{\_\_\_\_\_}$ a limited number of $\underset{10}{\_\_\_\_\_}$ instructions tha any given $\underset{11}{\_\_\_\_\_}$ can follow. Thus if $\underset{12}{\_\_\_\_\_}$ have a problem that $\underset{13}{\_\_\_\_\_}$ want a computer to $\underset{14}{\_\_\_\_\_}$, you must first tell $\underset{15}{\_\_\_\_\_}$ computer how to do $\underset{16}{\_\_\_\_\_}$; moreover, all your instructio $\underset{17}{\_\_\_\_\_}$ be stated in terms $\underset{18}{\_\_\_\_\_}$ operations that the computer $\underset{19}{\_\_\_\_\_}$.

One of the $\underset{20}{\_\_\_\_\_}$ important contributions to the "$\underset{21}{\_\_\_\_\_}$ world" was made by $\underset{22}{\_\_\_\_\_}$ von Neumann, one of $\underset{23}{\_\_\_\_\_}$ century's most brilliant mathematicians. $\underset{24}{\_\_\_\_\_}$ realize that just as $\underset{25}{\_\_\_\_\_}$ and numeric information could $\underset{26}{\_\_\_\_\_}$ represented in binary form, $\underset{27}{\_\_\_\_\_}$ could instructions for solving $\underset{28}{\_\_\_\_\_}$ problem. This meant that $\underset{29}{\_\_\_\_\_}$ themselves could also be $\underset{30}{\_\_\_\_\_}$ in the computer. Before $\underset{31}{\_\_\_\_\_}$ made this discovery, $\underset{32}{\_\_\_\_\_}$ were externally programmed in $\underset{33}{\_\_\_\_\_}$ sense that the computer $\underset{34}{\_\_\_\_\_}$ to obtain an instruction $\underset{35}{\_\_\_\_\_}$ some outside source, execute $\underset{36}{\_\_\_\_\_}$ instruction, then secure its $\underset{37}{\_\_\_\_\_}$ instruction, and so on. $\underset{38}{\_\_\_\_\_}$ you will learn, this $\underset{39}{\_\_\_\_\_}$ a very unsatisfactory state $\underset{40}{\_\_\_\_\_}$ affairs because among other $\underset{41}{\_\_\_\_\_}$, it limited the speed $\underset{42}{\_\_\_\_\_}$ the computer to the $\underset{43}{\_\_\_\_\_}$ of the unit for $\underset{44}{\_\_\_\_\_}$ instructions. The result of $\underset{45}{\_\_\_\_\_}$ able to store a $\underset{46}{\_\_\_\_\_}$ internally led to an $\underset{47}{\_\_\_\_\_}$ more important development, however,

1.69

_____ it became possible to _____ instructions for a computer _____ such a way
48 49 50
that _____ computer could modify its _____ program. This was an _____ of great
51 52 53
importance and _____ will learn more about _____ in a subsequent chapter.
54 55

ANSWERS

1. perform
2. vary
3. computer
4. perform
5. thus
6. serve
7. operations
8. is
9. is
10. basic
11. computer
12. you
13. you
14. solve
15. the
16. it
17. must
18. of
19. can
20. most
21. computer
22. John
23. this
24. He
25. alphabetic
26. be
27. so
28. a
29. instructions
30. stored
31. von
32. computers
33. the
34. had
35. from
36. the
37. next
38. As
39. was
40. of
41. things
42. of
43. speed
44. imputting
45. being
46. program
47. even
48. for
49. write
50. in
51. the
52. own
53. outcome
54. you
55. it

READING LEVEL	CLOZE TEST SCORES
Independent	33 - 55
Instructional	27 - 32
Frustration	0 - 26

1.70

CLOZE TEST

SUBJECT: Science

GRADE: 8th

SOURCE: Probing The Natural World, Vol. 2
Intermediate Science Curriculum Study
Silver Burdett Company, 1971

EDUCATOR: -----

SCHOOL: Westerly Parkway Junior High School

Sherlock Holmes of detective-story fame had an assistant, Dr. Watson, who was usually baffled by the clues that led to the solution of a crime. Holmes would often say ____ 1 him, "It's elementary, my ____ 2 Watson, elementary!"

He could ____ 3 as easily have said, "____ 4 simple!" The word elementary ____ 5 simplicity. But a scientist, ____ 6 hearing the word elementary, ____ also think of the ____ 8 or so elements that ____ 9 up all matter.

Is ____ 10 a good way to ____ 11 of matter -- that it ____ 12 so simple? Does all ____ 13 really involve only 100 ____ 14 so elements? Your particle ____ 15 says so, and several ____ 16 you've done support this ____ 17. For example, if you ____ 18 Excursion 4-3, you found ____ 19 the element carbon was ____ 20 such things as styrofoam, ____ 21, and turpentine. In Chapter 4, ____ 22 found the elements copper ____ 23 iodine in several quite ____ 24 looking chemicals. From these ____ 25, you would expect that ____ 26 materials would contain one ____ 27 more elements in common.

____ 28 this Chapter, you will ____ 29 this portion of your ____ 30 model for matter. In ____ 31 to looking at chemicals ____ 32 the laboratory shelf, you ____ 33 try to find out ____ 34 ordinary household materials have ____ 35 element in common. If ____ 36 do, then your model ____ 37 be supported. You will ____ 38 even more reason to ____ 39 that 100 or so ____ 40 really can combine to ____ 41 the variety of matter ____ 42 the world around you.

ANSWERS

1. to
2. dear
3. just
4. It's
5. implies
6. upon
7. may
8. 100
9. make
10. this
11. think
12. is
13. matter
14. or
15. model
16. investigations
17. idea
18. did
19. that
20. in
21. wood
22. you
23. and
24. different
25. observations
26. other
27. or
28. In
29. test
30. particle
31. addition
32. from
33. will
34. if
35. an
36. they
37. will
38. have
39. believe
40. elements
41. give
42. in

READING LEVEL	CLOZE TEST SCORES
Independent	24 - 42
Instructional	19 - 23
Frustration	0 - 18

CLOZE TEST

1.72

SUBJECT: Social Studies

GRADE: 7th

SOURCE: World Backgrounds For American History
Eibling, King, and Harlow
Laidlaw Brothers
River Forest, Illinois

EDUCATOR: Harry Dissinger

SCHOOL: Harrisburg Middle School

A pyramid is a large, four-sided structure that comes to a point at the top. The pyramids of Egypt _____1 built of heavy stone _____2. They served as tombs _____3 Egyptian kings.

The blocks _____4 skillfully carved and carefully _____5 into place. Even though _____6 mortar was used, some _____7 were so well constructed _____8 a knife blade could _____9 be inserted in the _____10 between blocks. The Great _____11 near Gizeh has sides 755 _____12 long. Yet, it was _____13 well laid out that _____14 longest side of the _____15 is only six-tenths _____16 an inch longer than _____17 other other sides.

The Olympic _____18 originated in Greece, but _____19 one knows when they _____20 first held. By 776 B.C., they _____21 an important part of _____22 life. Every four years, _____23 from all the city-_____24 gathered in the plains _____25 Olympia near Elis, Greece. _____26 they tested their skill _____27 strength in a variety _____28 games. The Olympics were _____29 important that time was _____30 by them. The four-_____31 span between games was _____32 as an Olympiad.

When _____33 Romans built a town, _____34 left a space in _____35 middle for a forum. _____36 forum was the center _____37 the town's life and _____38. Large cities had several.

_____39 Roman Forum was actually _____40 center of the whole _____41. Here was the Senate _____ (42), where the Roman Senators _____ (43) decisions that affected the _____ (44) world. Here were beautiful _____ (45) for worship of the _____ (46) gods. Here strolled important _____ (47) gentlemen in their flowing _____ (48). Here victorious soldiers marched _____ (49) the arches when they _____ (50) from battle. And here _____ (51) tribunes addressed the people, _____ (52) often gathered in the _____ (53) to express satisfaction or _____ (54).

ANSWERS

1. were
2. blocks
3. for
4. were
5. put
6. no
7. pyramids
8. that
9. not
10. cracks
11. Pyramid
12. feet
13. so
14. the
15. pyramid
16. of
17. the
18. games
19. no
20. were
21. were
22. Greek
23. athletes
24. states
25. of
26. There
27. and
28. of
29. so
30. measured
31. year
32. known
33. the
34. they
35. the
36. The
37. of
38. government
39. The
40. the
41. empire
42. building
43. made
44. whole
45. temples
46. Roman
47. Roman
48. robes
49. under
50. returned
51. the
52. who
53. Forum
54. anger

READING LEVEL	CLOZE TEST SCORES
Independent	31 - 54
Instructional	24 - 30
Frustration	0 - 23

CLOZE TEST

SUBJECT: Social Studies

GRADE: 9th

SOURCE: Challenge And Change: United States History
Eibling, Jackson and Perrone
Laidlaw Brothers
River Forest, Illinois, 1973

EDUCATOR: Fred Johnson

SCHOOL: Penns Valley Junior High School

American industry today produces goods of all kinds at rates unknown even a half century ago. It is able to ____1 so largely because of ____2 combination of a few ____3 ideas into the system ____4 called mass production. One ____5 these ideas is the ____6 of a moving assembly ____7. The man who led ____8 way in applying this ____9 was Henry Ford. More ____10 a century earlier, Eli ____11 had successfully developed the ____12 of interchangeable parts. And ____13 had been used to ____14 standardized products in American ____15 before the Civil War. ____16 the assembly-line techniques ____17 Ford introduced significantly changed ____18 production process.

In 1913, ____19 was building his Model-T ____20 by using a stationary ____21, the laborers moving to ____22 work which was in ____23 fixed place. In this ____24 it took over twelve ____25 of labor to assemble ____26 Model-T chassis. But by ____27 Ford had revolutionized his ____28. He first split the ____29 work into many small ____30, each laborer performing one ____31 two tasks. Then, the ____32 assembly line was introduced. ____33 laborer performed his appointed ____34 as the work moved ____35 on a conveyor belt. ____36 this way, Ford Motor ____37 was soon producing a ____38 in only one and ____39 half hours -- one-eighth ____40 the time needed before.

____41 success with the moving ____42 line aroused the interest ____43 other industrialists. Soon the ____44 was being used in ____45 factories and in other ____46. And today some form ____47 the moving assembly line ____48 used in almost every ____49 that produces large quantities ____50 goods.

ANSWERS

1. do
2. the
3. simple
4. often
5. of
6. use
7. line
8. the
9. idea
10. then
11. Whitney
12. principle
13. machines
14. produce
15. factories
16. But
17. which
18. the
19. Ford
20. automobile
21. assembly
22. the
23. one
24. way
25. hours
26. one
27. 1914
28. production
29. production
30. tasks
31. or
32. moving
33. by
34. task
35. by
36. In
37. Company
38. car
39. one
40. of
41. Ford's
42. assembly
43. of
44. plan
45. other
46. industries
47. of
48. is
49. industry
50. of

READING LEVEL	CLOZE TEST SCORES
Independent	27 - 50
Instructional	21 - 26
Frustration	0 - 20

II. GROUPING PROCEDURES

After the classroom teacher has assessed the reading levels of his students and determined their areas of skill weaknesses and strengths, he may begin to group his students for instruction.

The following section presents various plans for grouping both according to reading level, — i.e. Independent, Instructional, Frustration — and according to reading skill areas of Vocabulary, Comprehension and Study Skills.

Some teachers also suggested further non-reading grouping patterns which have been included in this section.

Contents Of This Section

A. Grouping By Informal Reading Inventory Scores....

B. Grouping By Cloze Scores.........................

C. Grouping By Criteria Other Than Reading..........

GROUPING

GROUPING BY: Informal Reading Inventory/Skills Scores/Reading Level

SUBJECT: English

EDUCATOR: Drucie Conner

SCHOOL:. Park Forest Junior High School

Independent Level	Instructional Level	Frustration Level
Kathy F.	Dee K.	Mary J.
Laura I.	Steven M.	Heather M.
Catherine G.	Heather R.	Scott S.
Bob K.	Janine S.	Rusty V.
Francoise L.	Lynne S.	Chris W.
Jennie L.	Joanne S.	
Wendy M.	Jon W.	
Andy M.	Randy W	
Eric S.	Ann P.	
	Andy S.	

STUDY SKILLS: All students performed well in this area, therefore, it will be emphasized at neither the general, nor individual level. Rather, it will be reinforced periodically.

VOCABULARY SKILLS: All but the following students need help here: Kathy F., Catherine G., Laura I., Andy M., Eric S. The entire class will work on prefixes, suffixes, roots, and parts of speech. Those students listed may read freely during this time, or help classmates.

COMPREHENSION SKILLS: Various levels of questions will be used to accommodate the charts above. Furthermore, those at the frustration level will work with an aide or me.

GROUPING

GROUPING BY: Informal Reading Inventory/Skills Scores/Reading Levels

SUBJECT: Home Economics

EDUCATOR: Margaret Campbell

SCHOOL: Westerly Parkway Junior High School

Student's Name	Parts of Book	Use of Resources	Understanding Vocabulary	Comprehension	Total
Dana B.	3	2	9	15	29
Irene F.	3	2	9	18	32
Linda G.	5	2	9	20	36
Lisa H.	4	2	9	14	29
Johanna H.	5	2	9	16	32
Susy L.	4	2	9	14	29
Nora M.	3	2	9	22	36
Lisa M.	3	2	8	7	20
Mandy M.	5	2	9	24	40
Peggy S.	3	0	9	8	20
Caroline S.	2	2	8	11	23
Nancy S.	5	2	9	21	37
Ellen T.	5	2	9	25	41
Debbie W.	3	2	9	14	28
Beth W.	5	2	8	23	38
Chris W.	4	3	9	21	37
Karin Y.	5	3	9	24	41
Jo-Jo T	0	0	0	0	0

GROUPINGS/SKILLS

Parts Of Book

Dana B.
Irene F.
Nora M.
Lisa M.
Peggy S.
Caroline S.
Debbie W.
Jo Jo T.

Using Resources

Peggy S.
Jo Jo T.

Vocabulary

Lisa M.
Caroline S.
Beth W.
Jo Jo T.

Comprehension

Lisa H.
Susy L.
Lisa M.
Peggy S.
Caroline S.
Debbie W.
Jo Jo T.

GROUPING/LEVELS

Independent

Dana B.
Irene F.
Linda G.
Lisa H.
Johanna H.
Susy L.
Nora M.
Mandy M.
Nancy S.
Ellen T.
Debbie W.
Beth W.
Chris W.
Karin Y.

Instructional

Lisa M.
Peggy S.
Caroline S.

Frustration

Jo Jo T.

2.5

GROUPING

GROUPING BY: Informal Reading Inventory/Skills Scores/Reading Level

SUBJECT: Social Studies

EDUCATOR: Richard Henderson

SCHOOL: Penns Valley Junior High School

INFORMAL READING INVENTORY SCORES

Student	Textbook Skills	IMC Skills	Maps Etc.	Meaning from Context	Main Idea	Comprehension	Overall
Crystol B.	4	4	5	4	2	1	20
Pam B.	3	2	5	1	0	1	12
Missy B	4	4	5	2	2	2	19
Debbie B.	5	2	5	4	0	1	17
Luther D.	4	5	4	4	2	2	21
Lisa D.	3	1	3	2	2	2	13
Joe E.	4	3	4	2	1	1	15
Rick E.	2	3	5	4	2	0	16
Laurie G.	3	3	3	2	0	0	11
Laura G.	4	3	0	4	2	2	15
Kim H.	5	3	5	3	2	1	19
Susan I.	3	3	4	3	2	1	16
Rovena J.	5	3	4	2	2	1	17
Todd J.	4	2	4	1	1	1	13
Colleen K.	4	2	3	3	2	2	16
Carol K.	4	3	5	5	2	1	20
Melody L.	1	2	2	2	1	1	9
Jeff M.	3	2	4	3	2	1	15
Steve M.	4	3	5	3	2	2	19
Lori M.	4	4	3	4	2	0	17
Kevin M.	5	2	3	4	2	2	18
Bryan M.	2	3	2	3	2	1	13
Eric O.	3	2	4	3	2	0	14
David R.	4	4	4	4	2	2	20
Kevin R.	3	4	5	3	2	1	18

GROUPING BY SKILL

Main Idea

Pam B.
Debbie B.
Joe E.
Laurie G.
Todd J.
Melody L.

Maps, Graphs and Charts

Lisa D.
Laura G.
Colleen K.
Lori M.
Kevin M.
Bryan M.

GROUPING BY LEVEL

Independent	Instructional	Frustration
Luther D.	Crystol B.	Pam B.
	Missy B.	Lisa D.
	Debbie B.	Joe E.
	Rick F.	Laurie G.
	Kim H.	Laura G.
	Susan I.	Todd J.
	Rovena J.	Melody L.
	Colleen K.	Jeff M.
	Carol K.	Bryan M.
	Steve M.	Eric O.
	Lori M.	
	Kevin M.	
	David R.	
	Kevin R.	

GROUPING

GROUPING BY: Informal Reading Inventory/Skills Scores

SUBJECT: American History

EDUCATOR: Bob Sealy

SCHOOL: Penns Valley Junior High School

Informal Reading Inventory Scores

Name	I Part of Book	II Use of Resources	III Use Charts Graphs	IV Note Voc.	V Note Main Ideas	Vi Comprehension
Possible Correct	+7	+5	+5	+5	+2	+5
Adrian	7	4	5	2	1	0
Faye	5	3	5	3	3	3
Michele	7	5	4	5	2	4
Sharon	6	3	4	2	1	1
Jackie	6	2	2	4	0	2
Mike	5	4	3	3	1	1
Carol	7	5	5	5	2	2
Vickie	6	2	2	2	1	2
Wendy F.	6	2	3	2	1	2
Marie	6	2	4	1	1	1
Deanne	7	5	5	5	2	5
Kathleen	7	5	5	5	2	4
William	7	5	5	5	2	5
Jeffrey	6	2	3	2	2	0
Cynthia	6	1	3	1	0	0
Robert	3	3	3	2	1	1
Roger	4	4	4	2	1	1
Tina	3	2	2	1	1	0
Martin	7	4	5	5	2	4
Donna	5	3	5	1	0	3
Thomas	7	5	4	5	2	4
Wendy	7	5	5	4	2	4
Cindy	6	2	3	3	1	1

GROUPING BY SKILLS

Parts Of Book

Faye
Sharon
Jackie
Mike
Vickie
Wendy H.
Marie
Jeffrey
Cynthia
Robert
Roger
Tina
Donna
Cindy

Use Of Resources

Adrian
Faye
Sharon
Jackie
Mike
Vickie
Wendy H.
Marie
Jeffery
Cynthia
Robert
Roger
Tina
Martin
Donna
Cindy

Use of Charts/Graphs

Michele
Sharon
Jackie
Mike
Vickie
Wendy H.
Marie
Jeffery
Cynthia
Robert
Roger
Tina
Thomas
Cindy

Main Ideas

Adrian
Faye
Sharon
Jackie
Mike
Vickie
Wendy H.
Marie
Cynthia
Robert
Roger
Tina
Donna
Cindy

Vocabulary

Adrian
Faye
Sharon
Jackie
Mike
Vickie
Wendy H.
Marie
Jeffery
Cynthia
Robert
Roger
Tina
Donna
Wendy
Cindy

Comprehension

Adrian
Faye
Michele
Sharon
Jackie
Mike
Carol
Vickie
Wendy H.
Marie
Kathleen
Jeffery
Cynthia
Robert
Roger
Tina
Martin
Donna
Thomas
Wendy
Cindy

GROUPING

GROUPING BY: Informal Reading Inventory/Skills Scores

SUBJECT: English

EDUCATOR: Doris Trueblood

SCHOOL: Penns Valley Junior High School

Part I: Using Parts of Magazine

Rick F.
Wayne Y.

Part II: Use of Resources

Rick F.
Wayne Y.

Part III: Use of Charts, Graphs

Rick F.
Wayne Y.
Charles M.

Part IV: Understanding Vocabulary

Rick F.
Kerry H.
Jon B.
David L.
Albert M.
Charles M.
Floyd W.
Sharon P.
Wayne Y.

Part V: Comprehension

Rick F.
Kerry H.
Sharon P.
Wayne Y.
Harold A.
Jon B.
David L.
Albert M.
Floyd W.

Part VI: Skimming

Rick F.
Kerry H.
Albert M.
Charles M.

GROUPING

GROUPING BY: Informal Reading Inventory/Skills Scores

SUBJECT: Home Economics

EDUCATOR: Kay Endres

SCHOOL: Harrisburg Middle School

Informal Reading Inventory Scores

Name:	Parts of Book	Main Ideas	Comprehension	Vocabulary	Use of Resources	Use of Charts
Sandra G.	3	2	3.5	4	1	0
Brenda B.	3	2	3.5	3	0	0
Anna R.	3	2	4	4	2.5	2
Michelle A.	2	2	0	0	0	0
Ellen S.	3	2	4	2	.5	2
Masy P.	3	3	4.5	1	1.5	3
Wilma V.	3	0	4.5	2	2.5	2
Klanther W.	3	1	4	1	2.5	1
Rochelle B.	3	2	5	1	0	0
Magali M.	2	2	3.5	2	2	1
Marleen S.	3	2	3.5	0	0	0

GROUPING BY SKILLS

Parts of Book

Michelle A.
Magali M.

Main Ideas

Wilma V.
Klanther W.

Comprehension

Sandra G.
Brenda B.
Michelle A.
Magali M.
Marleen S.

Vocabulary

Michelle A.
Mary P.
Klanther W.
Rochelle B.
Marleen S.

Use of Resources

Brenda B.
Michelle A.
Rochelle B.
Marleen S.

Use of Charts

Sandra G.
Brenda B.
Michelle A.
Klanther W.
Marleen S.

GROUPING

GROUPING BY: Informal Reading Inventory/Skills Scores

SUBJECT: Mathematics

EDUCATOR: Dotty Delafield

SCHOOL: Westerly Parkway Junior High School

Concept Labeling

Waleed B.
Richard B.
Tim C.
Chris D.
Mikey H.
Janet M.
Kathy M.
Linda O.
Chris R.
Mark S.
Debbie W.

Book Skills

Richard B.
Chris D.
Mike W.

Locating Information

John C.
Tim L.
Lisa C.
Linda O.
Mark S.
Lisa W.
Mike W.

Graph Skills

Waleed B.
Roseet B.
Tim C.
Lisa C.
Debbie D.
Kathy M.
Linda O.
Tad R.
Rachel R.
Lori S.
Lisa W.

Reading For Details

Richard B.
Dana B.
Mikey H.
Ruby J.
Kim L.
Jan M.
Tad R.
Chris R.
Randy V.
Mike W.
Debbie W.
Jeannie W.

GROUPING

GROUPING BY: Informal Reading Inventory/Skills Scores

SUBJECT: Social Studies

EDUCATOR: Jeffry Wert

SCHOOL: Penns Valley Junior High School

Informal Reading Inventory Scores

Name	I(5)	II(4)	III(4)	IV(3)	V(3)	VI(6)
Gail W.	0	—	0	2	1	5*
Gay W.	1	—	1	1	1	6*
Dave W.	1	—	0	2	2	5*
Ted D.	0	--	0	3	3	2
Roberta D.	2	—	1	0	1	3
Tim M.	0	--	0	2	1	2
Steve F.	2	--	1	3	3	6*
Eimly T.	3	—	2	3	1	5
Barry T.	2	—	2	3	3	6*
Terry M.	0	—	1	1	2	1
Paul D.	2	—	1	3	3	3
Alan C.	1	—	1	2	1	5*
Andy M.	0	—	0	1	0	2
Tammy F.	1	--	3	3	0	2
Carol R.	1	--	0	1	2	5
Tami G.	1	--	1	1	3	3
Chester D.	3	--	2	2	3	6*
Deb M.	1	—	2	3	1	5
Cindy C.	1	—	1	0	3	4
Crystal W.	1	--	1	2	1	3
Ed W.	1	—	0	2	2	5
Carol L.	1	—	1	1	0	1
Jeff H.	1	—	0	2	3	5
Debbie K.	4	—	1	3	3	6
Eric C.	1	—	2	1	0	2
Kevin B.	2	--	1	2	3	6*

*Did not answer at least 4 questions of Part VI.

GROUPINGS BY SKILLS

Main Idea

Dave W.
Ted D.
Steve F.
Barry T.
Terry M.
Paul D.
Carol R.
Tami G.
Chester D.
Cindy C.
Ed W.
Jeff H.
Debbie K.
Kevin B.

Context Clues to Word Meanings

Gail W.
Dave W.
Ted D.
Tim M.
Steve F.
Emily T.
Barry T.
Paul D.
Alan C.
Tammy F.
Chester D.
Deb M.
Crystal W.
Ed W.
Jeff H.
Debbie K.
Kevin B.

2.13

GROUPING

GROUPING BY: Cloze Scores

SUBJECT: Industrial Arts

EDUCATOR: John Kubalak

SCHOOL: Penns Valley Junior High School

Independent	Instructional	Frustration
Frank	Lynn	Paul
Martin	Randy	Dave
Thomas	Jerry	LeRoy
William	Jim	Kenneth
		Kevin
		Adrian

GROUPING

GROUPING BY: Cloze Scores

SUBJECT: Home Economics

EDUCATOR: Connie Martin

SCHOOL: Park Forest Junior High School

Independent	Instructional	Frustration
Kathy F.	Jenny L.	Wendy MacK.
Cathy G.	Nancy H.	Julie S.
		Sue S.
		Lori B.
		Stephanie J.
		Holly P.
		Sharon K.
		Margo M.
		Cindy O.
		Celeste W.
		Tara Mc.
		Debbie M.
		Gail B.

GROUPING

GROUPING BY: Cloze Scores

SUBJECT: Mathematics

EDUCATOR: Kurt Breon

SCHOOL: Penns Valley Junior High School

Independent	Instructional	Frustration
John	Chip	Kim
Gordy	Gary	Todd
Cindy	Doug	Rod
Keith	Ted	Julie
Jeff	Kont	Ron
Rick	Dave	Rose
Dwight		Joy
Roy		

GROUPING

GROUPING BY: Cloze Scores

SUBJECT: Science

EDUCATOR: Kurt Eysenback

SCHOOL: Westerly Parkway Junior High School

Cloze Scores

Mike M.	15	Jeff	21
Oren	29	Mike G.	20
Kim	28	Chris	21
Mark	16	Lori M.	25
Caroline	18	Linda	24
Tad	19	Amy	23
Robbie	22	Jon	21
Nancy	24		

Independent		Instructional		Frustration	
Oren	29	*Amy	23	Mark	16
Kim	28	Robbie	22	Mike M.	15
Lori M.	25	Jon	21		
Nancy	24	*Chris	21		
Linda	24	*Jeff	21		
		Mike G.	20		
		Tad	19		
		Caroline	18		

*Amy was placed in the grouping with frustration level. Although she scored 23, she has a great deal of trouble with the science concepts, and needs the closer supervision.

*Chris and Jeff were also put under the restrictions of the frustration level. These two students lack sufficient motivation to maintain adequate progress without close supervision.

GROUPING

GROUPING BY: Cloze Scores

SUBJECT: Social Studies

EDUCATOR: Harry Dissinger

SCHOOL: Harrisburg Middle School

Cloze Scores

Name	Cloze %
Frank A.	44
Julian A.	26
Mark A.	67
Vernon A.	46
Tony C.	33
Ron G.	48
Ron J.	27
Vernon M.	54
Galen S.	37
Morris W.	33
Donna A.	50
Marie B.	24
Jackie G.	37
Patricia G.	56
Llolita H.	30
Adrian H.	48
Pauline J.	52
Kim N.	30
Mary P.	26
Cornelia P.	44
Nancy S.	48
Charlene S.	48
Bertha S.	46
Carmen T.	52
Sheila V.	35
Dawn W.	69
Robin W.	57
David F.	46
Leslie G.	57

Independent

Mark A.
Leslie G.
Dawn W.
Robin W.

Instructional

Frank A.
Julian A.
Vernon A.
David F.
Patricia G.
Ronald G.
Adrian H.
Pauline J.
Vernon M.
Cornelia P.
Nancy S.
Charlene S.
Bertha S.
Carmen T.

Frustration

Julian A.
Marie B.
Tony C.
Jackie G.
Lolita H.
Ronald J.
Kim N.
Mary P.
Galen S.
Sheila V.
Morris W.

GROUPING

GROUPING BY: Interest

SUBJECT: Social Studies

EDUCATOR: Harry Dissinger

SCHOOL: Harrisburg Middle School

INTEREST GROUPING

Choosing a certain topic and working on the material together to develop a composite product is a common technique used for grouping students in the social studies. For example, students interested in the topic "Pyramids of Egypt" will work in one group. Students interested in the topic "Process of Mummification" will work in another group. A third interest group may be formed by students working on the topic "Tutankhamun" and so on.

Numbers of groups varying in size are formed depending upon topic selection. If this procedure is used, the students may initiate the topics or the teacher may suggest a list of topics to choose from.

2.20

GROUPING

GROUPING BY: Survey of Interest

SUBJECT: Mathematics

EDUCATOR: Dotty Delafield

SCHOOL: Westerly Parkway Junior High School

PREFACE

Your answer to these questions will help Mrs. Delafield to make learning centers for you in the library. The centers will have math word problems and I want them to be about things you like.

SURVEY

Math word problems come in all shapes, sizes, and different subjects. Check the types of problems below that you like best.

_____ sports

_____ sewing

_____ money

_____ discount

_____ interest

_____ commission

_____ miles and distance

_____ pay and overtime

_____ recipes

_____ conversation

_____ perimeter and area

_____ ____________ ____________

_____ __________________________

_____ __________________________

Please list below any hobbies or interests you have.

If you had a whole Saturday to spend as you wanted to, what would you do?

GROUPING

GROUPING BY: Town Of Residence

SUBJECT: English

EDUCATOR: Candace Marion

SCHOOL: Penns Valley Junior High School

PREFACE

In the book, many references are made to areas in Pennsylvania and the Indian tribes who lived in these areas. As part of our study of this novel, I plan to have my students explore their various backgrounds in connection with their ancestry and the history of their "villages." Students will be grouped according to what town or area they live in. Each group then is responsible for "digging up" information about the history of that town. The emphasis will be on discovering what tribes of Indians prevailed in the area, and any existing links to these tribes in "current" families.

Each student within the group will also devise a family tree tracing his cultural and heritage as far as he can. Any similarities found within groups will be noted.

So, to initiate the activity described above, the class will be divided into five groups. These groups will be comprised of members who live in the same general region of this valley. They will work together in uncovering the background of their home areas. Following are the groups that will be used.

GROUPING

Centre Hall

Dave O.
Jim B.
Don S.
Steve W.
Bernice W.

Spring Mills

Ron R.
Dottie S.
Ian S.
Scott W.
Chuck W.

Madisonburg

Jay S.
Brian B.
Peggy R.
Ron P.

Woodward

Charlie R.
Mike Z.
Polly W.
Dana G.

Aaronsburg

Kevin R.
Allen V.
Lonnie H.
Kevin M.
Karen R.
Carolyn W.

GROUPING

GROUPING BY: Vocational Shop Enrollment

SUBJECT: English

EDUCATOR: Doris Trueblood

SCHOOL: Penns Valley Junior High School

Auto Body & Mechanics	Heavy Equipment & Mechanics
Wayne Y.	Rick F.
Harold A.	Charles M.
Albert M.	
Floyd W.	

Carpentry	Painting & Decorating
Kerry H.	Sharon P.
Devid L.	

Welding	Radio & T.V.
Jon B.	Dan B.

III. READING SKILL EXERCISE

After the students in classes had been surveyed and grouped according to reading levels and skills, they were provided with content based instruction at their reading level in those skill areas where they had demonstrated weaknesses.

Using the list of skills provided by the project (see Appendix A-3), workshop participants designed reading skill exercises.

The following exercises are classified according to the primary skill being taught. The material under "Preface" is from the teacher and usually includes a statement of the type of classroom instruction provided prior to the students working of the exercise.

Contents Of This Section

A. Vocabulary................................
  Concept Labels..........................
  Concept Labeling And Symbol Identification.....................
  Context Clues...........................
  Context Clues, Phonics and Sound Patterns, Concept Labels...........
  Homonyms, Synonyms and Antonyms.........
  Root Words and Affixes..................
  Root Words and Affixes, Multiple Meanings.........................

B. Comprehension..............................
  Interest Development, Motivation........
  Reading For Significant Detail..........
  Reading To Locate Information...........
  Understanding The Main Idea.............
  Recognizing Sequence and Relationships in Time, Place, Ideas, Events or Steps...........................
  Understanding And Drawing Comparisons And Contrast.......................
  Drawing Conclusions.....................

C. Study Skills...............................
  Problem Solving.........................
  Graph, Chart, Table And Map Reading.....
  Searching Skills........................
  Following Directions....................

VOCABULARY

EXERCISE: Concept Labels

SUBJECT: Home Economics

GRADE LEVEL: 7th - 8th

EDUCATOR: -----

SCHOOL: Westerly Parkway Junior High School

PREFACE

This exercise is used to teach sewing terms. These terms must be understood before a student can use a commercial pattern independently. I use this exercise in seventh grade when some of the students are beginning to use simple commercial patterns and then again for review in eighth grade when all students use a commercial pattern.

I tell students to read the hand-out "Sewing Terms".

I then demonstrate these terms using a piece of fabric and the help of student volunteers from the class. The students then do the work sheet without using the hand-out, and check it with a key.

EXERCISE

SELVAGE -- the two finished lengthwise edges on woven fabric.

WIDTH OF MATERIAL -- measurement from selvage to selvage.

GRAIN -- "straight of material" or the way the threads run in woven fabric.

CROSSWISE GRAIN -- the threads in woven fabric which run from selvage to selvage.

LENGTHWISE GRAIN -- the threads in woven fabric which run parallel to the selvage.

BIAS -- a diagonal line formed when woven fabric is folded so that the selvage is parallel to the crosswise threads.

LENGTHWISE FOLD -- a fold made by placing the selvages together, lengthwise.

CROSSWISE FOLD -- folding between the selvage on the crosswise grain.

BIAS FOLD -- a fold along the diagonal line formed when fabric is folded so that the selvage is parallel to the crosswise threads.

I. Use these words to fill in the blanks below. The blanks should go with the diagram.

crosswise lengthwise bias cut selvage

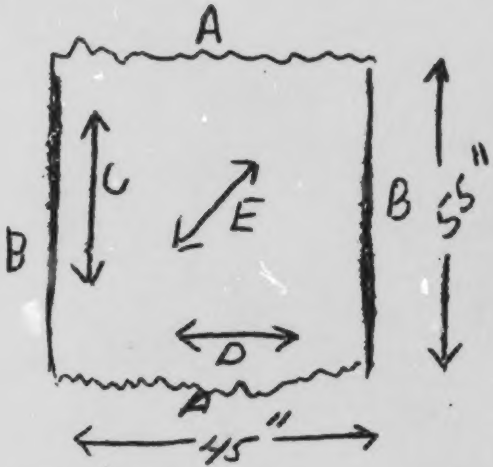
__________ A. ___ edge

__________ B. ___ edge

__________ C. ___ grain

__________ D. ___ grain

__________ E.

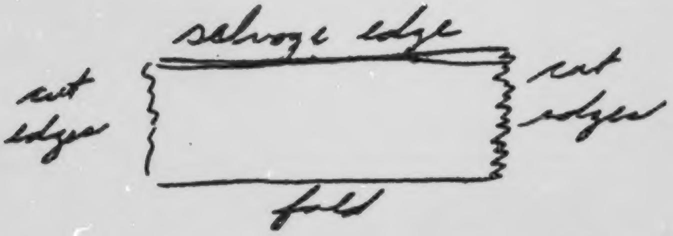

A
B
C
E
B
55"
D
A
45"

II.

__________ The piece of fabric above is ? inches wide.

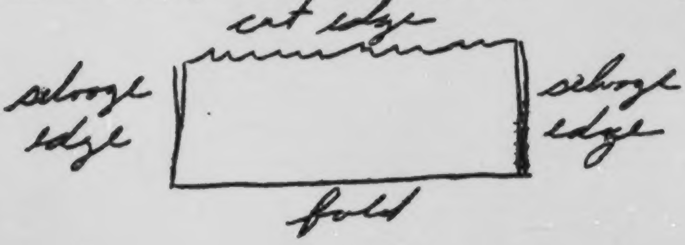
III.

__________ This is a (lengthwise, crosswise) fold?


selvage edge
cut edge
cut edges
fold

IV.

__________ This is a (lengthwise, crosswise) fold?


cut edge
selvage edge
selvage edge
fold

ANSWERS

I. A. cut
  B. selvage
  C. lengthwise
  D. crosswise
  E. bias

II. 45 inches

III. lengthwise

IV. crosswise

VOCABULARY

EXERCISE: Concept Labels

SUBJECT: Home Economics

GRADE LEVEL: 7th - 8th

EDUCATOR: -----

SCHOOL: Westerly Parkway Junior High School

PREFACE

This exercise is used to teach sewing terms. It is necessary for the students to learn the meaning of these words in their construction unit because they are used profusely in pattern directions. I teach these words before the students start to use patterns in the 7th grade, and review them again in eighth grade classes.

I tell students to read the hand-outs with the definitions on them. I then demonstrate the meaning of these terms on a cloth sample.

The student then does a sample to illustrate the meaning of the terms and labels each of the terms. They may check them with my sample before handing them in.

EXERCISE

TRIM A SEAM -- means to cut away part of the seam.

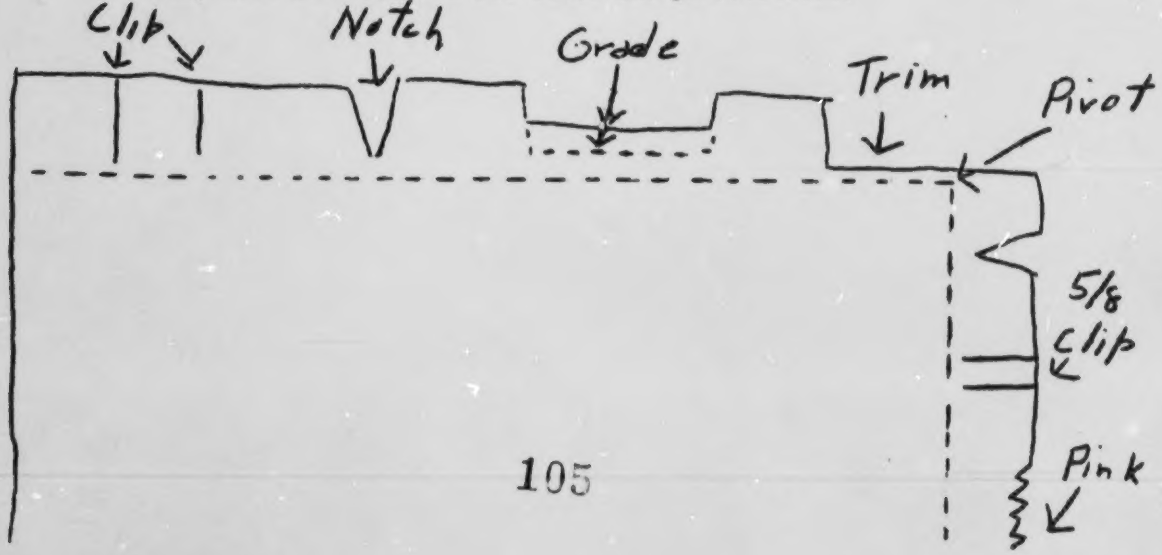
GRADE A SEAM -- cut each side of the seam to a different width.

CLIP A SEAM -- means to snip up to the machine stitching, usually done on a curve or in a corner.

NOTCH A SEAM -- means to snip the material to the stitching, cutting a V.

PINK A SEAM -- a seam finish for material which does not ravel very much. The seam is trimmed near the edge with pinking shears.

PIVOT -- to sew around a corner -- leave the needle in the fabric, raise the presser foot, turn the material and lower the presser foot.



VOCABULARY

EXERCISE: Concept Labels

SUBJECT: Science

GRADE LEVEL: 8th

EDUCATOR: Elaine Toroh Schuckers

SCHOOL: Park Forest Junior High School

PREFACE

This sheet is used very early in the unit of study. The students use their books and any resource book to find the answers. This sheet prepares them for our unit by teaching them the correct scientific terminology.

The student worked very hard on this assignment. They seem to enjoy the challenge. Not only do they learn the vocabulary, they also learn how to spell the words.

EXERCISE

ACROSS:

2. A lowering of the body's temperature is called ? .
4. When a solid becomes a liquid it ? .
6. The amount of heat to raise 1 g of matter 1°C.
8. Sidewalks ? in the summer.
10. At 4°C as water freezes ? form.
11. When water turns to ice it ? .
13. When water turns from a liquid to a gas it is called ? .
14. Temperature is a measure of the ? kinetic energy of the molecules.
15. Heat is measured in ? .
17. A prefix meaning one thousand.
19. This color reflects heat.
21. The temperature scale we use in class.
23. The abbreviation for British Thermal Unit is ? .

DOWN:

1. An instrument in the home which depends upon a bimetallic strip.
3. The temperature scale with 0° as the freezing point and 100° as the boiling point.
5. The temperature scale with absolute zero marked on it.
7. The material between the walls of a house does what?
9. In the winter bridges ? due to the cold.
10. A container used in the color and heat experiment.
12. Rubbing your hands together is a form of ? .
16. Dark colors do this to heat.
18. The freezing point of water on the Centigrade scale.
20. The temperature scale you use at home.

ACROSS Continued:

24. The study of very low temperatures and their effects on materials.

25. Any material that is easily set on fire.

27. The heat absorbed or given off when a substance changes state, such as heat required to melt ice or boil water.

29. Anything that has mass and occupies space.

31. A substance with little or no electrical resistance, such as certain metals cooled to temperatures near absolute zero.

33. Efficiency in machines is reduced because of ? which produces heat.

26. The energy of a body in motion.

37. Everything is made up of millions of ?, which are in constant motion.

39. ? built a thermometer in the 16th century.

DOWN Continued:

22. A chemical reaction involving the combination of oxygen with a substance, it usually produces heat and light.

24. The movement of hot material through a gas or liquid.

28. The science dealing with matter in the plasma state.

30. The organized body of knowledge about the universe and the methods and attitudes related to the search for new knowledge.

32. When you are sick you take your ? .

34. To change from a liquid to a gas.

35. The transfer of heat through space.

36. Causes air to move, changes water to steam and is often produced when other forms of Energy are used up.

38. When we divide a thermometer into a scale we say we are ? the thermometer.

40. Because of uneven heating of the earth ? are caused.

ANSWERS

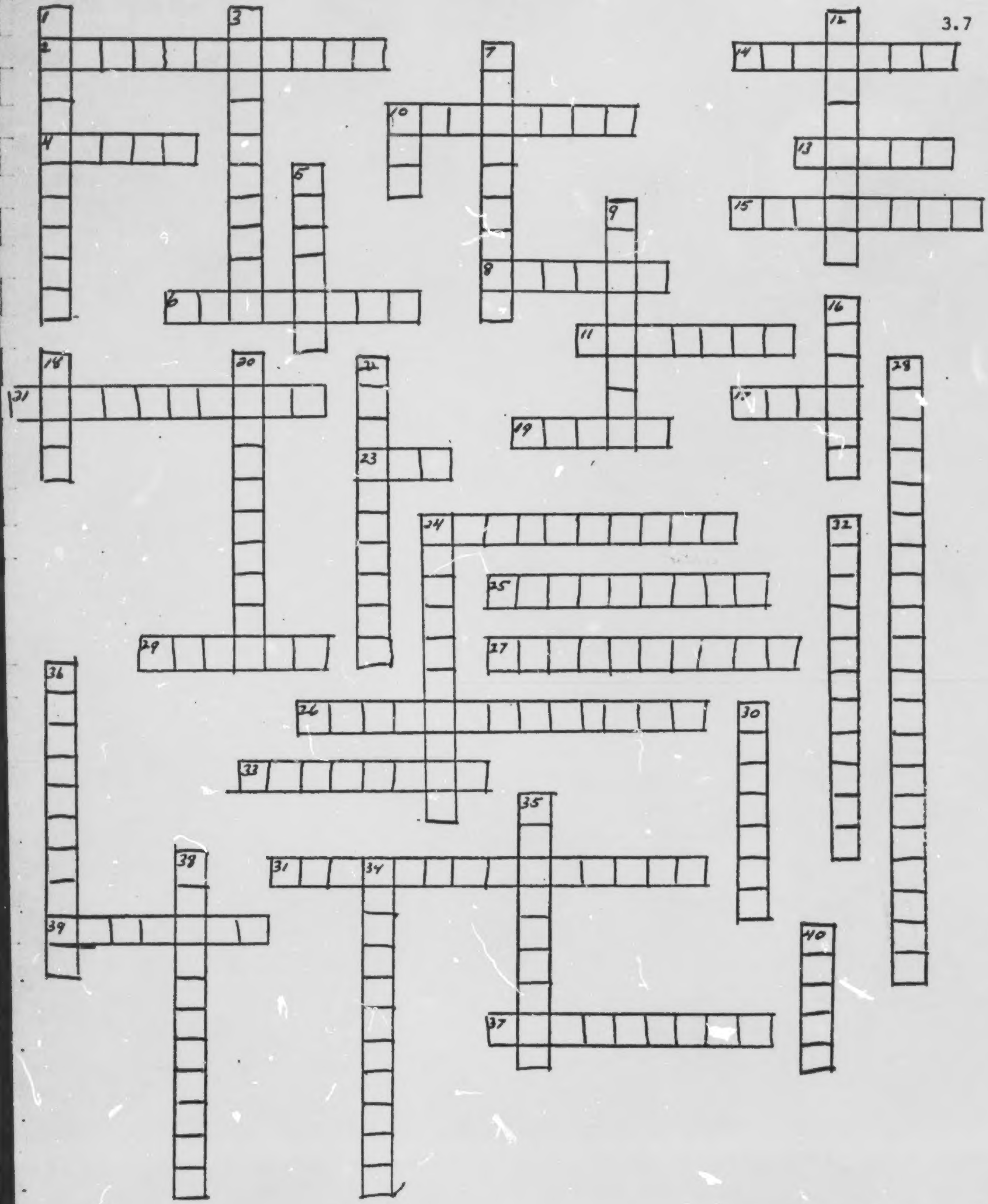
ACROSS:

2. Hypothermia
4. Melts
6. Specific
8. Expand
10. Crystals
11. Freezes
13. Steam
14. Average
15. Calories
17. Kilo
19. White
21. Centigrade
23. B.T.U.
24. Cryogenics
25. Flammable
26. Kinetic Energy
27. Latent Heat
29. Matter
31. Super Conductor
33. Friction
37. Molecules
39. Galileo

DOWN:

1. Thermostat
3. Centigrade
5. Kelvin
7. Insulates
9. Contract
10. Can
12. Friction
16. Absorb
18. Zero
20. Fahrenheit
22. Combustion
24. Convection
28. Magnetohydrodynamics
30. Science
32. Temperature
34. Evaporation
35. Radiation
36. Heat
38. Calibrating
40. Winds

3.7



VOCABULARY

EXERCISE: Concept Labeling

SUBJECT: Mathematics

GRADE LEVEL: 7th - 9th

EDUCATOR: ———

SCHOOL: Penns Valley Junior High School

PREFACE

This exercise is designed to develop mathematical definitions. This would be used at the end of a unit to tie in all the vocabulary that was used. This exercise has the student categorizing the vocabulary into the three main topics of the unit. A good aspect about this particular problem is that a word can be put in more than one list. The student must show a knowledge of all terms and their relationships to each other.

EXERCISE

DIRECTIONS: Following the list of words below, there are three categories. Place each word under the category to which it belongs. If you believe a word properly belongs under more than one category, you may list it more than once.

semicircle
regions
arc
simple closed curve
perimeter
circumference
acute
scalene
chord
diagonals
radius
obtuse
verticles
right
diameter
inscribed
segments
center
angles
isosceles
central angle
equilateral
sides
sector

CIRCLE POLYGONS TRIANGLES

ANSWERS

CIRCLES:

semicircle
arc
circumference
chord
diameter
radius
center
central angle
sector

POLYGONS:

sides
verticles
diagonals
regions
simple closed curve
perimeter
segments
angles
inscribed

TRIANGLES:

acute
obtuse
right
scalene
isosceles
equilateral

VOCABULARY

EXERCISE: Concept Labeling And Symbol Identification

SUBJECT: Reading

GRADE LEVEL: 7th

EDUCATOR: Susan Books

SCHOOL: Harrisburg Middle School

PREFACE

The student will demonstrate understanding of vocabulary by labeling illustrations. (Sometimes I have students meet words as used in context of the story. In this particular lesson I wanted to emphasize how the author uses decription to make you picture the events. I have taped the story so students may listen and focus their attention on this aspect of the author's style. I feel that in order not to interrupt concentration, I should introduce the vocabulary first so the students could picture the scenes more accurately.)

I draw a large illustration on the board in colored chalk. After the students completed their own papers they enjoyed going to the board, filling in the larger diagram. I noticed many of the poorer students also focused on the colored illustration while they were listening to the tape. I believe some merely enjoyed the illustration while others needed this visual focus because of poor listening skills and lack of ability to concentrate on the spoken (and written) word.

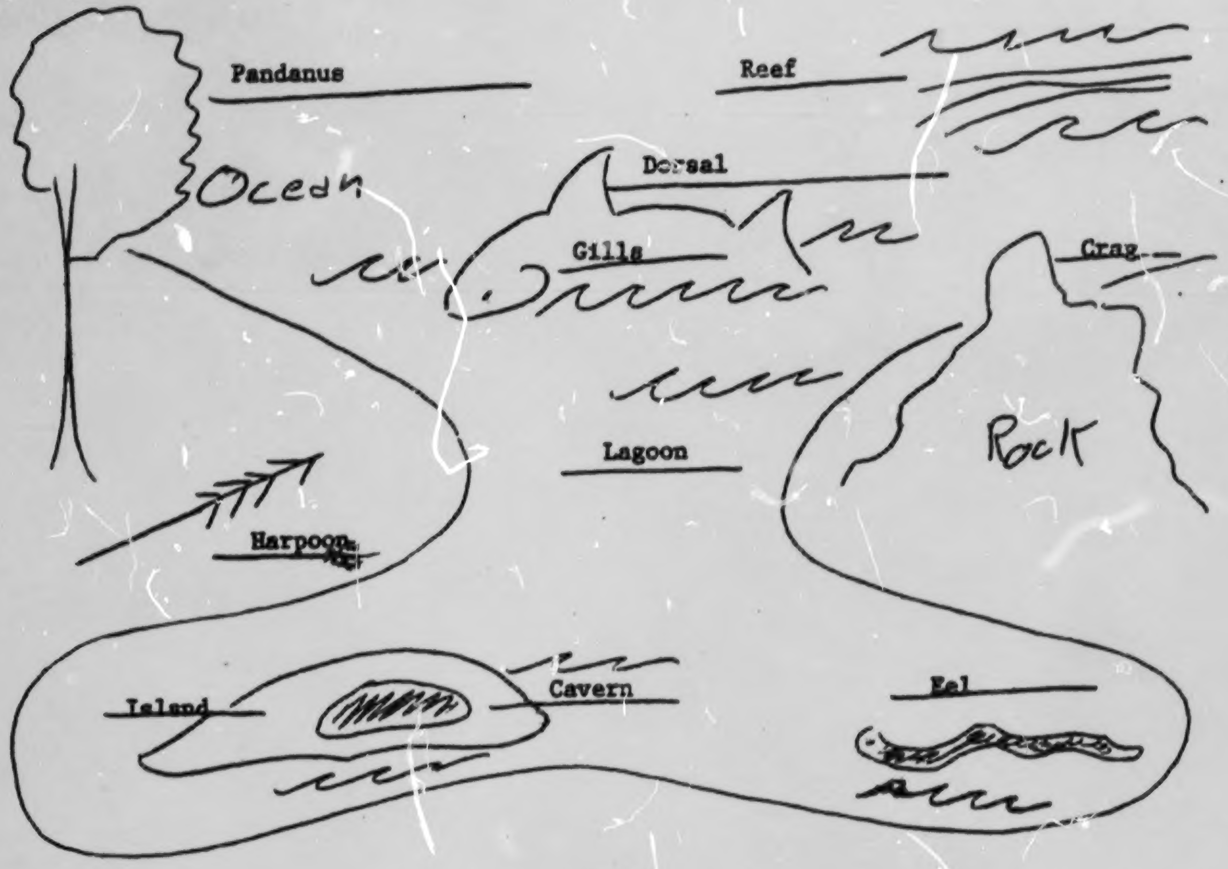
EXERCISE

GHOST OF THE LAGOON-----

DIRECTIONS: Look up the words listed below in the glossary in the back of the book. If the word is not there, use a dictionary. Write a short meaning. Then match the word to the pictures on the next page by writing the word on the line.

1. crag ______________________________
2. lagoon______________________________
3. reef______________________________
4. island______________________________
5. eel______________________________
6. cavern______________________________
7. gills______________________________
8. dorsal______________________________
9. pandanus______________________________

10. harpoon ______________________________


Pandanus
Reef
Ocean
Dorsal
Gills
Crag
Rock
Lagoon
Harpoon
Island
Cavern
Eel

ANSWERS

1. A steep rock raising above the others.
2. Small pond of water connected to larger body of water.
3. Ridge near surface of the water.
4. Land completely surrounded by water.
5. Snakelike fish.
6. Cave.
7. Openings through which fish breath.
8. Back; on or near the back.
9. Tropical tree.
10. Spear or weapon used to kill fish.

On the illustration above, the correct answers are those that are typed.

3.12

VOCABULARY

EXERCISE: Context Clues

SUBJECT: Reading

GRADE LEVEL: 8th

EDUCATOR: Helen Hall

SCHOOL: Harrisburg Middle School

PREFACE

Have students read the handout sheet with statement by Pearl Bailey (silently). Discussion.

Explain the importance and use of context clues.

Students will go over pronunciation of new words on the board (cards).

From the words on the board, the students will make an alphabetical list. Students will be asked to read the list to the class.

Discuss the meaning of the words and their relationship to the statement by Pearl Bailey.

Students will do exercise on word meanings.

EXERCISE

Pearl Bailey, dynamic jazz vocalist, actress, author, and U. S. diplomat, commenting on the country's educational crisis: "A lot of it stems from the dress. The children get sloppy, the teachers get sloppy and graffiti goes up on the outside of the building and changes the whole atmosphere. Teachers have lost their authority and have lost their enthusiasm. What are they supposed to do?...Teach them? Or home train them?"

Words On The Board (Word Cards):

1. dynamic
2. vocalist
3. actress
4. author
5. diplomat
6. comment
7. educational
8. crisis
9. graffiti
10. atmosphere
11. authority
12. enthusiasm

Make an alphabetical list. Write the words in alphabetical order in the blank spaces below.

__________ 1.
__________ 2.
__________ 3.
__________ 4.
__________ 5.
__________ 6.
__________ 7.
__________ 8.
__________ 9.
__________ 10.
__________ 11.
__________ 12.

What do the words mean? Write the words next to their meanings.

__________ 13. eager, interest

__________ 14. power to enforce obedience

__________ 15. surrounding influence

__________ 16. drawing or writing scratched or scribbled on a wall

__________ 17. point at which a change must come, either for the better or worse

__________ 18. having to do with learning

__________ 19. a short statement that explains something that has been said, written, or done.

__________ 20. person whose work is the management of relations between his nation and other nations.

__________ 21. person who writes books, poems, stories, or articles; writer

__________ 22. girl or woman actor

__________ 23. singer

__________ 24. active; forceful

Match the words with their meanings. Match the vocabulary words on the left with the meanings on the right. Write the correct letter in the blank space next to the vocabulary word.

__________	25. vocalist	a. having to do with learning
__________	26. dynamic	b. mention, remark
__________	27. author	c. an ambassador or statesman
__________	28. actress	d. writer
__________	29. comment	e. show girl
__________	30. diplomat	f. energetic
__________	31. crisis	g. power to enforce
__________	32. educational	h. turning point, climax
__________	33. graffiti	i. surroundings
__________	34. authority	j. singer
__________	35. atmosphere	k. eager
__________	36. enthusiasm	l. drawing on wall or surface

ANSWERS

1. actress
2. atmosphere
3. author
4. authority
5. comment
6. crisis
7. diplomat
8. dynamic
9. educational
10. enthusiasm
11. graffiti
12. vocalist
13. enthusiasm
14. authority
15. atmosphere
16. graffiti
17. crisis
18. educational
19. comment
20. diplomat
21. author
22. actress
23. vocalist
24. dynamic
25. j
26. f
27. d
28. e
29. b
30. c
31. h
32. a
33. l
34. g
35. i
36. k

VOCABULARY

EXERCISE: Context Clues

SUBJECT: Social Studies

GRADE LEVEL: 7th - 9th

EDUCATOR: Richard Henderson

SCHOOL: Penns Valley Junior High School

PREFACE

Student vocabulary exercise as a reading skill is to be the subject of this lesson. The following sections are quoted from a Geography text, Eurasia, by Ginn and Company, where new words are introduced and explained in context.

In practice, the student would read a larger section of the text before doing this exercise. The student will first read the section, then be given a word to define or explain.

EXERCISE

"The glaciers scoured many of the valleys right out to the sea. After the ice melted, the sea entered the lower part of the valleys. In Scotland these drowned valleys are called firths. In other parts of the world they are called estuaries. The glacier also formed many lakes in the interior of Scotland. These lakes are called lochs. You may remember the part of the Scottish song that refers to the 'bonnie, bonnie banks of Loch Lomond'."

1. What is a Scottish firth?

2. What is an estuary?

3. What is a Scottish loch?

4. What is meant by the expression, "bonnie, bonnie banks of Loch Lomond?"

ANSWERS

1. A Scottish firth is the lower part of a valley where the sea enters it.

2. An estuary is the end of any valley where the sea enters it.

3. A Scottish loch is a lake in Scotland.

4. The expression means the pretty, pretty shores of Lake Lomond in Scotland.

VOCABULARY

EXERCISE: Context Clues, Phonics and Sound Patterns, Concept labels

SUBJECT: English

GRADE LEVEL: 8th

EDUCATOR: Cynthia M. Shirey

SCHOOL: Penns Valley Junior High School

PREFACE

This crossword puzzle exercise is designed to be used as practice and/or reinforcement for the use of homonyms and other words that are "problems" for students (either in spelling or definition). I usually allow the students some time at the end of a period to get started on an exercise of this type. Then I expect it to be completed for homework. We would go over the answers in class the next day, however, this is not an exercise I would collect and grade. I feel that a puzzle of this kind is looked upon by the students as a "fun" exercise, even though they realize they need to know spellings and definitions in order to complete it. To "grade" it would brand it as something else — work — and I try to make some things fun without the stigma of a grade hanging over their heads.

I usually use this exercise at the end of a unit on homonyms, synonyms and antonyms. The homonyms used in the puzzle would have been covered in the unit.

There are no directions on the puzzle as it appears here. This is because almost every student immediately begins a puzzle of this sort as soon as it's in his hands — no real "directions" are needed. I may guide them as they start to work by telling them to watch for certain things (homonyms, etc.)

EXERCISE

ACROSS:

1. A hot, sandy place where a cactus would grow.
3. Someone who types and takes dictation in an office. (There's a "secret" in this word.)
6. The man likes to (site, cite, sight) the Bible as proof of his contentions.
8. This is a good building (site, cite, sight).
9. Distrust, uncertainty.
11. A beverage drunk hot or iced.
13. When someone is strong, stubborn, and rowdy, he is ___.
14. That is (your, you're) bicycle.
16. We have one (our, hour) until it's time for class.
18. Love and (Peace, Piece)
19. Barbara makes her own clothes, because she likes to (sew, sow).
20. To steal
22. (Write, Right) your name on this paper.
24. The bus just (passed, past) our car.

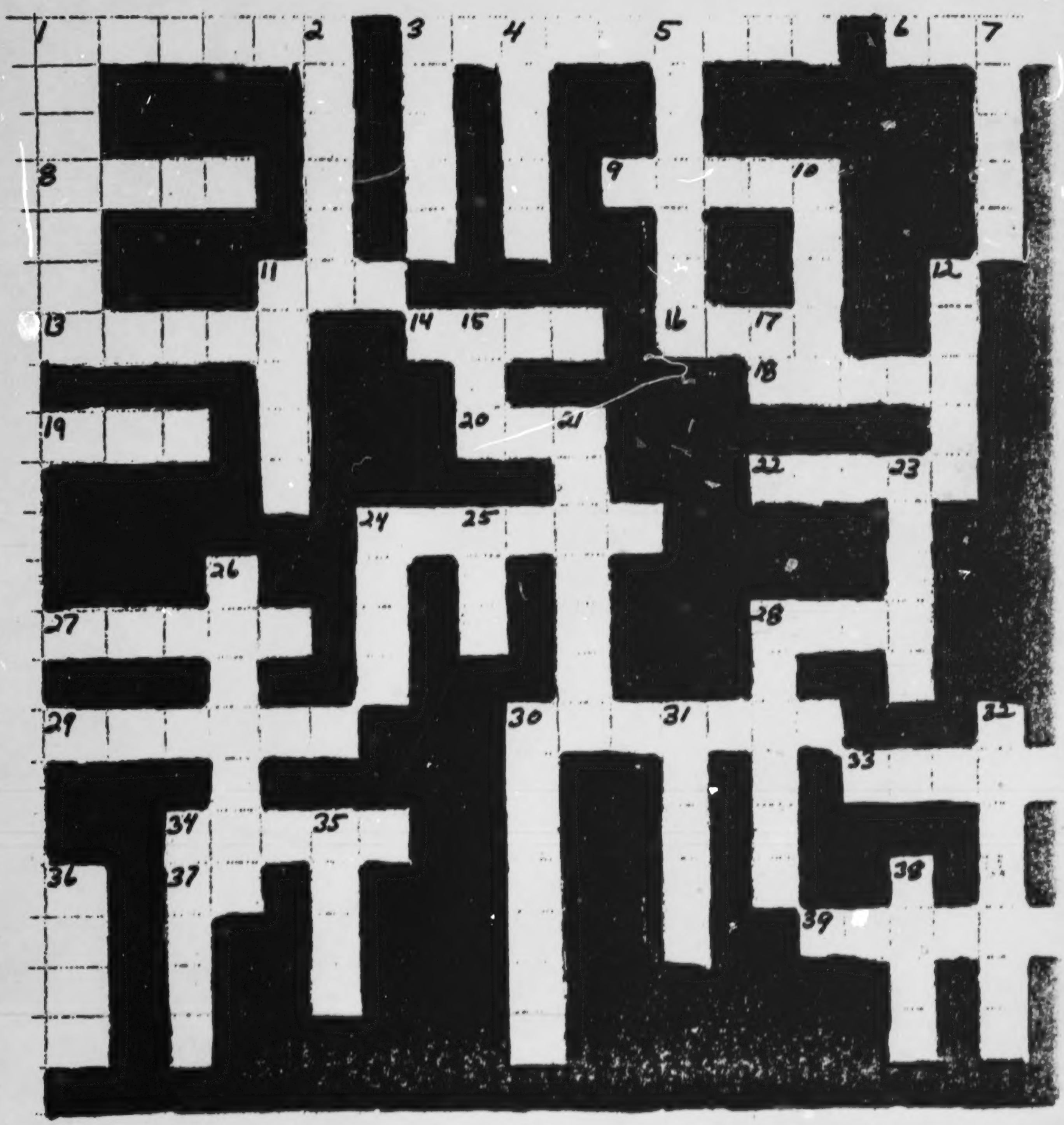
Continued on next page-----

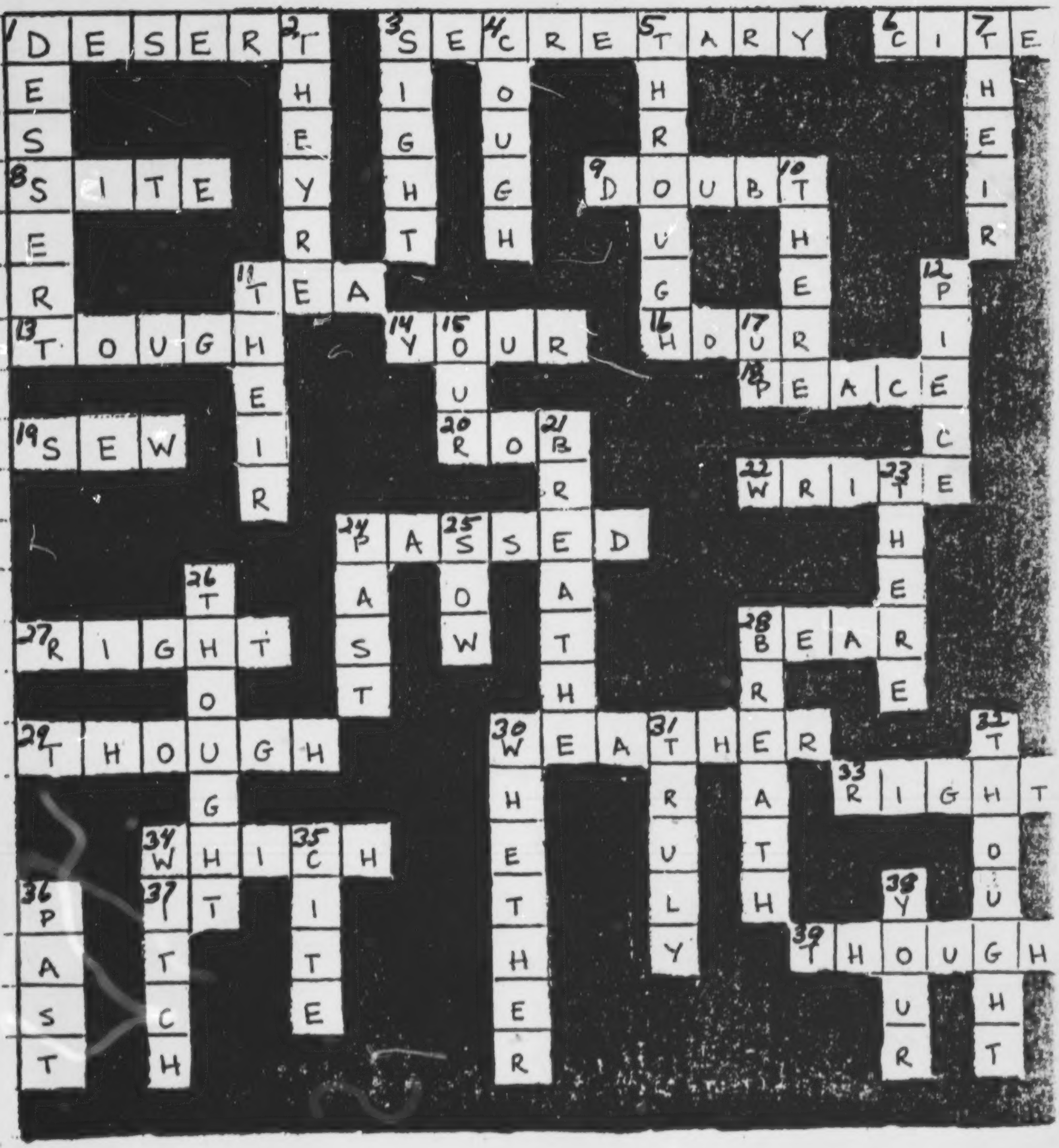
ACROSS Continued:

27. The opposite of WRONG.
28. She has a big, black Teddy ___.
29. She is coming to the party, even (thought, through, though) she is sick.
30. What is the (weather, whether) forcast for today?
33. Raise your (right, write) hand if you know the answer.
34. (Which, Witch) subject do you like best?
37. Third Person Personal Pronouns are He, She, and ___.
39. He likes arithmetic, even (though, through) he doesn't get good grades in it.

DOWN:

1. Something sweet eaten at the end of a meal.
2. (Their, They're) going away this weekend.
3. He started losing his (site, sight) when he was 60 years old.
4. When you have a cold, you probably ___ often.
5. When he pushed the flower pot, it fell (thought, through, though) the window and into the street below.
7. (There, Their) mother is a nurse.
10. Are you going (there, their) tomorrow night?
11. (Their, There, They're) new car is in the driveway.
12. Will one (piece, peace) of chocolate cake fill you up?
15. (Hour, Our) house is the big brick one on the corner.
17. The opposite of DOWN.
21. We have to ___ in order to get air into our lungs.
23. Because (there, their, they're) are so many students in this class, we'll get into small groups.
24. It is now half (past, passed) the hour.
25. The farmer will (sew, sow) seeds in the spring.
26. The teacher asked Jim what he (thought, through, though) about air pollution.
28. On a cold morning, you can see your ___ in the air.
30. Do you know (whether, weather) or not you are going?
31. The closing reads, "Very (truely, truly) yours".
32. There's an old saying that goes: "It's the (though, thought) that counts".
34. At Halloween we talk about black cats and a ___ on a broom in the sky.
35. Can you (site, cite) a quote from the book?
36. That book is way (passed, past) due at the library.
38. Did you bring (your, you're) books with you?




1 DESERT
3 SECRETARY
6 CITE
8 SITE
9 DOUBT
11 TEA
13 TOUGH
14 YOUR
16 HOUR
18 PEACE
19 SEW
20 ROB
22 WRITE
24 PASSED
27 RIGHT
28 BEAR
29 THOUGH
30 WEATHER
33 RIGHT
34 WHICH
39 THOUGH
1 DESSER
2 THEYR
3 SIGHT
4 COUGH
5 THROUGH
7 THEIR
10 THERE
11 THEIR
12 PIECE
15 OUR
17 UP
21 BREATH
23 THERE
24 PAST
25 SOW
26 THOUGHT
28 BREATH
30 WHETHER
31 TRULY
32 THOUGHT
34 WITCH
35 CITE
36 PAST
37 ITCH
38 YOUR

VOCABULARY

EXERCISE: Homonyms/Synonyms/Antonyms

SUBJECT: English

GRADE LEVEL: Senior High School

EDUCATOR: Candace Marion

SCHOOL: Penns Valley Junior-Senior High School

PREFACE

The following vocabulary exercise is one that I use with my senior high students. It is used in conjunction with writing and speaking units. We discuss the importance of having a rich vocabulary and in having the ability to enrich one's writing and speaking with words and expressions that deviate from the ordinary, everyday, perhaps trite, language of most people. After this, we discuss the means by which to improve one's writing and speaking which always leads to a discussion of synonyms, antonyms, and homonyms. This exercise is a follow-up exercise seeking to reinforce concepts discussed in class. We thoroughly discuss the meanings of all words; I then explain how one uses these skills when writing or planning a speech. (I constantly refer to these ideas in the following weeks to remind students to utilize these ideas and skills.) The importance of these skills is also discussed in conjunction with reading skills. We then study the diction of certain authors with the intent of analyzing the effect created by the use of certain words and of reaching a deeper understanding of the author's meaning and purpose.

EXERCISE

ANTONYMS AND HOMONYMS——You can acquire confidence with words if you will take some time to play with them. The following activities deal with three kinds of words which are very important. The first two are especially helpful in enlarging your vocabulary and in pointing out the richness of our language. If you're a slave to a limited vocabulary; if you're in the habit of working a few tired words to death because you are unaware of the endless variety of language; then, this exercise may open a new world of words to you.

A. SYNONMYS are words which have the same or nearly the same essential meanings. For instance, frank means almost the same as outspoken, direct, or candid.

B. ANTONYMS are words of opposite meaning. For instance, opposite meanings of the word stupid might be intelligent, sharp, bright, shrewd, or keen.

C. HOMONYMS are words that seem alike but differ in meaning and very often in spelling. For instance, notice see and sea, or peek and peak, or one and won.

1. Read this bit of nonsense verse. Notice the variety of meanings of the word speak in the string of synonyms. Are they all true synonyms of speak? Can you explain their specific meanings?

> When a boy and girl decide to "speak,"
> They may mumble, yell, grunt, or squeak.
> He talks, avows, affirms, proclaims;

She tells, declares, asserts, explains.
They both can say, express, announce,
Converse, discourse, reply, pronounce,
Or even state, articulate,
Maintain, repeat, asseverate.
They then express, argue, assert,
Whisper, murmur, coo, and blurt.
It seems as though they'd reached a peak,
But all they did was merely "speak."

2. List as many synonyms as you can for the word cry.

3. Find the antonyms in columns B and C which most nearly match the opposite meaning of the words in column A.

		A	B	C
__________	a.	happy	dull	petite
__________	b.	large	swift	corpulent
__________	c.	slow	dejected	decrepit
__________	d.	sharp	antiquated	fleet
__________	e.	strong	obese	melancholy
__________	f.	young	frail	blunt
__________	g.	thin	diminutive	obsolete

4. Decide which homonym is correct in the following sentences:

__________ a. The tribe held a (council, counsel) of war.

__________ b. She told her secret to her (confident, confidant).

__________ c. The bride and groom knelt at the (alter, altar).

__________ d. She refused to (except, accept) his gift.

__________ e. Parents are responsible for their (miner, minor) children.

__________ f. The memorial is located on a beautiful (cite, site, sight).

__________ g. The census was taken after a house-to-house (canvass, canvas).

__________ h. Sound is produced by the vocal (chords, cords).

__________ i. Her (bridle, bridal) veil was beautiful.

__________ j. The old man felt compelled to (horde, hoard) his money.

ANSWERS

1. Answers vary.

2. Answers vary, but some examples are whimper, wail, mourn, lament, sob, etc.

3. happy = dejected, melancholy
   large = diminutive, petite
   slow = swift, fleet
   sharp = dull, blunt
   strong = frail, decrepit
   young = antiquated, obsolete
   thin = obese, corpulent

4. a. council
   b. confidant
   c. altar
   d. accept
   e. minor
   f. site
   g. canvass
   h. cords
   i. bridal
   j. hoard

VOCABULARY

EXERCISE: Root Words And Affixes

SUBJECT: English

GRADE LEVEL: 7th - 8th

EDUCATOR: Christine Kolasa

SCHOOL: Park Forest Junior High School

PREFACE

This exercise is a follow-up to a lesson on negative prefixes. It is also an exercise in using words in context. I have found that this type of exercise makes the students distinguish between words with similar appearance and focuses their attention on the part added to the root word.

EXERCISE

THE IMPORTANCE OF PREFIXES-----

DIRECTIONS: Of the two words under each sentence on this page, the second one has either the prefix "un", "dis", or "im" added to it. Read each sentence and draw a line under the word that belongs in the sentence.

1. Mrs. Poast was _____ to finish the skirt she was making because she broke the sewing machine needle.
   able unable
2. The fisherman _____ to go to Moose Lake because the fishing was excellent and there were new cabins for rent.
   liked disliked
3. There were so many rocks along the seacoast that it was _____ to steer a boat between them.
   possible impossible
4. When Mr. Barber realized that the ladder was _____ he clung to the tree until someone came to help.
   steady unsteady
5. Robert had _____ with Jean about the party. He wanted to have it Monday, and she thought Friday would be better.
   agreed disagreed
6. It requires many hours of practice before a beginning flier learns to make _____ landings.
   perfect imperfect
7. Since Mr. Fox did not like to hear owls hoot, he was _____ when a couple of them built a nest in his yard.
   pleased displeased

8. When the big fish did not bite, Henry became _____ and picked up the oars and rowed down the river.
patient impatient

9. Andy thought the model coal mine was the most _____ sight that he saw at the museum.
usual unusual

10. The day of the boat race was very _____. The sun was shining and a cool breeze was blowing across the lake.
pleasant unpleasant

ANSWERS

1. unable
2. liked
3. impossible
4. unsteady
5. disagreed
6. perfect
7. displeased
8. impatient
9. unusual
10. pleasant

VOCABULARY

EXERCISE: Root Words and Affixes

SUBJECT: English

GRADE LEVEL: 7th - 8th

EDUCATOR: Christine Kolasa

SCHOOL: Park Forest Junior High School

PREFACE

Finding the Root Word is part of a unit on prefixes, suffixes and root words. This sheet is to be used after students have had instruction on using endings to make root words into other parts of speech. Prior to this, they have done worksheets on adjective, noun, verb and adverb suffixes. The exercise affords an opportunity for teaching or reviewing the spelling rules governing the addition of suffixes.

EXERCISE

Look at the underlined word in each sentence. In the first blank put the root word from which the underlined word was formed. In the second blank put the ending that was added to the root word. The first two are done for you.

1. The football players looked huge in their padded suits. pad ed
2. Worn-out electric wiring had caused the fire in the old house. ____ ____
3. John had worked until he solved the difficult problems. ____ ____
4. It was hotter in the afternoon than in the morning. ____ ____
5. Tim was grinning as he showed everyone the big fish. ____ ____
6. The men chopped the log into small pieces. ____ ____
7. Bob needed no urging to enter the race. ____ ____
8. The biggest snake was nearly thirty feet long. ____ ____
9. The campers watched the sun rising in the east. ____ ____
10. Tom put thin paper over the map and traced it. ____ ____
11. The glass fell over and water dripped on the floor. ____ ____
12. As the candles burned lower, the light became dimmer. ____ ____
13. The child squeezed the balloon until it burst. ____ ____
14. The snapping turtle must be handled very carefully. ____ ____
15. While cutting some wood, Hal broke his saw. ____ ____
16. Jerry stood up and faced the class. ____ ____
17. The cat settled down in the snuggest place in the room. ____ ____

ANSWERS

1.	pad	ed
2.	wire	ing
3.	solve	ed
4.	hot	er
5.	grin	ing
6.	chop	ed
7.	urge	ing
8.	big	est
9.	rise	ing
10.	trace	ed
11.	drip	ed
12.	dim	er
13.	squeeze	ed
14.	snap	ing
15.	cut	ing
16.	face	ed
17.	snug	est

3.27

VOCABULARY

EXERCISE: Root Words and Affixes/Multiple Meanings

SUBJECT: English

GRADE LEVEL: 7th

EDUCATOR: Candace Marion

SCHOOL: Penns Valley Junior High School

PREFACE

The following vocabulary exercise is one that I developed and used a few weeks ago with my seventh grade English class. I incorporated this into a short unit on the structure of words. We studied roots, prefixes, and suffixes and how they could unlock the meaning of unfamiliar words. This exercise in particular was used with the entire class. The independent reading students completed it, individually; while I worked with several other groups of students reading below grade level. The students in between were encouraged to use a dictionary.

The second half of the exercise was used to develop facility in recognizing shades of meaning, or words with multiple meanings. My instructional procedure was the same for this as for the first half. (Students understood the terms used in the exercise since we had studied them previously.)

EXERCISE

WORD STRUCTURE------If you know the meaning of a prefix or suffix, you can often unlock the meaning of a word that is new to you. With the help of a dictionary, give the meaning of the prefix or suffix that applies to the word example. Then give the meaning of the word.

PREFIX:	MEANING:	WORD EXAMPLE:	MEANING OF WORD:
1. anti	(against)	antitoxic	(against poisons)
2. inter		international	
3. para		paraphrase	
4. sub		submarine	
5. super		superabundant	
6. trans		transcontinental	

SUFFIX:	MEANING:	WORD EXAMPLE:	MEANING OF WORD:
7. -arium	(place relating to)	aquarium	(place/tank for water animal
8. -fy		liquefy	
9. -ic		dramatic	
10. -ive		persuasive	
11. -let		streamlet	
12. -ship		friendship	

MULTIPLE MEANINGS-----

A. Words often have more than one meaning depending how they are used in a sentence.
Example: What word can mean all of the following?
(a) A part of a book.
(b) A written guide.
(c) Name of one of your fingers.

13. Write three sentences using the word in each of its different meanings.

B. Here are some common meanings of force:
(a) Noun--strength (The force of the wind was strong.)
(b) Verb--to move something against resistance with strength or violence (She forced him into the bathtub.)
(c) Verb--to break open (He forced the lock on the door.)
(d) Noun--a group of people organized to do certain work (He joined the Air Force.)

14. Write a paragraph or two about a bank robbery. In your story, use the word force in as many different ways as you can.

15. Think of two other words that have more than two meanings. Write each definition clearly and completely. Then, write one sentence for each different meaning of each word.

ANSWERS

1. anti--against; antitoxic; against poisons
2. inter--between; international; between nations
3. para--small or summary; paraphrase; summary of a phrase or thought
4. sub--under; submarine; under water
5. super--over or above; superabundant; more than necessary; over-abundance
6. trans--across; transcontinental; across the continents
7. -arium--place relating to; aquarium; place/tank for water animals
8. -fy--to make; liquefy; to make into a liquid
9. -ic--like or made of; dramatic; made of drama
10. -ive--relating to; persuasive; relating to persuasion
11. -let--small; streamlet; small stream
12. -ship--consisting of; friendship; consisting of friends
13. Various answers
14. Various answers
15. Various answers

COMPREHENSION

EXERCISE: Interest Development, Motivation

SUBJECT: Science

GRADE LEVEL: 8th

EDUCATOR: Elaine Torok Schuckers

SCHOOL: Park Forest Junior High School

SOURCE: "Winter Warning: Beware Hypothermia"
Science World
December 6, 1972

PREFACE

I use the article on Hypothermia to increase student interest, and show how what we are learning has meaning outside of the classroom. I always teach this unit during the winter. As articles appear in newspapers, on hypothermia, etc., the students and I bring them in. We just discussed the fact that some of our roads are heaved up due to the frost action in the ground.

This paper is filled out after the article is read out loud. Through reading and class discussion of the terms students are able to fill in many of the answers without using the magazine.

EXERCISE

__________ 1. Hypothermia is ___.

__________ 2. Hypothermia most often happens to people when air temperatures are between ___ and ___ degrees F.

__________ 3. Hyperthermia is an ___. An example is a ___.

__________ 4. Normal body temperature is ___.

__________ 5. A body temperature of 109°F. - 112° usually ___ people.

__________ 6. The ___ regulates body temperatures.

__________ 7. Goose bumps tell us to change our ___ and ___.

__________ 8. When a person shivers he uses up as much energy as if he was ___.

__________ 9. As your body gets near 90°, you aren't able to think clearly and you usually get ___.

__________10. When the body temperature drops below 90°F you lose control of your ___.

__________11. Your body looses heat in five ways:
  a. Radiation — wear a ___.
  b. Conduction — ___.
  c. Convection — caused by ___.
  d. Evaporation — wear ___ because it lets the moisture out but keeps you warm.
  e. Respiration — ___ so wear a ___.

__________12. The first sign of hypothermia is ___.

__________13. ___ is the most important source of heat for the body.

__________14. What is the best way to dress for a day outside during the winter?

ANSWERS

1. A lowering of a person's body temperature below the normal body temperature.
2. 30 and 50°F.
3. increase in body temperature   fever
4. 98.6°F or 37°C.
5. kills
6. hypothamus
7. environment   get warm
8. cutting wood
9. amnesia
10. your hands and legs
11. a. hot
    b. heat flow from a warm body to a colder one
    c. brisk winds
    d. wool
    e. breathing in and out   scarf/mask
12. shivering
13. Food
14. Must say something about wool and layers of clothing.

COMPREHENSION

EXERCISE: Reading For Significant Detail

SUBJECT: Home Economics

GRADE LEVEL: 7th

EDUCATOR: ------

SCHOOL: Westerly Parkway Junior High School

PREFACE

FABRIC STRUCTURES------

WOVEN FABRICS - have two sets of yarns at right angles to each other. May be made of many different fibers -- cottons, cotton blends, polyesters, woolens and others.

KNITTED FABRICS - have continuous yarn in interlocking loops. They are stretchy and flexible. May be made of many different fibers including polyesters, cotton, polyester and cotton blends and others.

There are single knits and double knits. The double knits are usually more stable and easier to work with than the single knits.

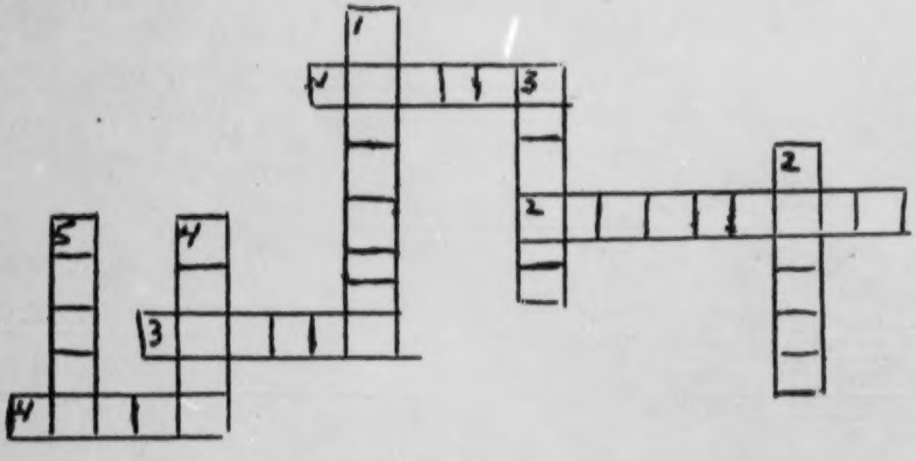
Knits can also be bonded, eliminating most of the stretch.

If a pattern says "for knits only" you must use an unbonded knitted fabric.

If you are using a knitted fabric, you should use polyester or cotton covered polyester thread.

When sewing on knits, especially single knits, you must use a sharp needle and pins or ballpoint needles and pins.

EXERCISE



ACROSS:
1. A layer which eliminates most of the stretch.
2. A good type of machine needle to use for knits (2 words)
3. ___ knits — fabric often used for T-shirts.
4. If a pattern says "For ___ only" you must use an unbonded knitted fabric

DOWN:
1. The kind of thread which must be used with knits.
2. Wovens and knits may be made out of many different ___.
3. ___ knits — more stable, easier to work with than single knits.
4. Fabric with continuous yarn in interlocking loops.
5. Fabric with two sets of yarns at right angles to each other.

ANSWERS

ACROSS:
1. bonded
2. ballpoint
3. single
4. knits

DOWN:
1. polyester
2. fibers
3. double
4. knits
5. woven

COMPREHENSION

EXERCISE: Reading For Significant Details, Understanding The Main Idea, Locating Irrelevant Detail

SUBJECT: English

GRADE LEVEL: 8th

EDUCATOR: Cynthia Shirey

SCHOOL: Penns Valley Junior High School

PREFACE

This comprehension exercise is included in a unit on writing (8th grade). We have discussed the basics of writing a good paragraph. The students have looked at several paragraphs and found unrelated sentences, topic sentences, and so on. They have also written several paragraphs of their own.

This group of students has also completed a detailed unit on grammar and usage. So now, after giving them a chance to utilize what we've covered, I would give them a chance to evaluate each other's work. I find this type of exercise is a useful tool. The comments from their peers very often reinforce comments that I had written on the paragraph when I graded it.

I would pass this exercise out to the students and ask them to read each paragraph and make any corrections, additions, and so on (see directions). They could do this for homework. Then I would expect them to be prepared to thoroughly discuss and evaluate each paragraph the next day. This would probably take anywhere from 15 - 30 minutes (or even a little longer).

This would not be an exercise that I would "grade" as such. I would collect their papers and look over the comments and corrections each student made. I might make notes on any mistakes that students consistently did not correct and review these later as we worked on new paragraphs.

EXERCISE

DIRECTIONS------Read each of the ten paragraphs below carefully. Then find the main idea in the topic sentence. Underline the topic sentence. Next, find any sentences that do not belong in each paragraph. Draw a line through these. Finally, go back through the paragraphs and find any mistakes. Correct these and add any comments you feel are necessary. Watch for sentence fragments, spelling errors, punctuation errors, words used incorrectly, run-on sentences, etc.

The ten paragraphs are typed on the next page-----

1. Sometimes my mother decides for the family. For instance we were planning our vacation and she went to the three A's Club. She picked out all the places she wanted to go. And it ended up she picked places far out of our way. So we had to change our plans.

2. Living in the country is better for teenagers than the city. There is little if any smog in the air. Just walk outside and take a deep breath. Take a big drink of fresh, clean spring water. There are lots of things to do all the time. Also in the winter when there's lots of snow your house gets drifted in quite easily, because there are no windbreaks.

3. Boys are better than girls. Ever since the beginning of the world women have tricked men with their beauty. Why do you think the women have the babies? Boys out-do girls in sports because let's face it, most girls aren't built for it. Girls are slower thinkers and more fussy than most men.

4. Boys are smarter than girls. Ask anyone you meet. I'd like to see girls do what we do. Girls even have to cheat on tests. But the boys just whiz through it. So boys are a lot smarter than girls.

5. Girls and boys are equal, except when it comes to brains. The girls out-run the boys. While the boys are out playing baseball and basketball, the girls are inside studying for the big test. The only time a boy studies' is right before the test, and most boys flunk it. Girls are smarter than boys.

6. Chewing gum is hard on teeth. The sugar in the gum just sits on your teeth until it eats its way right down to the gum. Unless, of course, you brush your teeth while chewing it. But there is an exception to this statement, because some gum companies make gum safe to chew.

7. Rural life is better for teenagers than urban life. Like they can get better exercise. Or sleep better because hardly any noise. The air is better for their lungs at that growing age. They can mature better.

8. Rural life is better for teenagers, because when you live in the city pollution is all around. There is noise pollution, air, water, and land pollution.

9. Chewing gum is hard on teeth. It has sugar and sugar is hard on teeth. It is also an expensive way to ruin your teeth. My mother can't stand the small of some of the wild flavors of gum like - wild cherry, grape, orange, chocolate, vanilla, and strawberry.

10. Chewing gum is hard on your teeth because it gives you cavities and you may end up with a toothache. Another reason is it gets stuck in your braces if you wear them like me and your mother yells at you.

ANSWERS

KEY: Sentences solidly underlined are topic sentences.
Sentences with broken underlining do not relate to the topic sentence.
Not all comments are indicated that would be expected to be heard from the students as they evaluate these -- just the major ones.

1. Sometimes my mother decides for the family. For instance we were planning our vacation and she went to the three A's Club. She picked out all the places she wanted to go. And it ended up she picked places far out of our way. So we had to change our plans.

2. Living in the country is better for teenagers than the city. There is little if any smog in the air. Just walk outside and take a deep breath. Take a big drink of fresh, clean spring water. There are lots of things to do all the time. Also in the winter when there's lots of snow your house gets drifted in quite easily, because there are no windbreaks. [illegible]
these two are really irrelevant

3. Boys are better than girls. Ever since the beginning of the world women have tricked men with their beauty. Why do you think the women have the babies? Boys out-do girls in sports because let's face it, most girls aren't built for it. Girls are slower thinkers and more fussy than most men.

4. Boys are smarter than girls. Ask anyone you meet. I'd like to see girls do what we do. Girls even have to cheat on tests. But the boys just whiz through it. So boys are a lot smarter than girls. Repeating first sentence

5. Girls and boys are equal, except when it comes to brains. The girls out-run the boys. While the boys are out playing baseball and basketball, the girls are inside studying for the big test. The only time a boy studies' is right before the test, and most boys flunk it. Girls are smarter than boys. ??
Is this the same idea as first sentence?

6. Chewing gum is hard on teeth. The sugar in the gum just sits on your teeth until it eats its way right down to the gum. Unless, of course, you brush your teeth while chewing it. But there is an exception to this statement, because some gum companies make gum safe to chew.

7. Rural life is better for teenagers than urban life. Like they can get better exercise. Or sleep better because hardly any noise. The air is better for their lungs at that growing age. They can mature better.
Not enough sentences
Words missing

8. Rural life is better for teenagers, because when you live in the city pollution is all around. There is noise pollution, air, water, and land pollution.
Paragraph seems to be about pollution

9. Chewing gum is hard on teeth. It has sugar and sugar is hard on teeth. It is also an expensive way to ruin your teeth. My mother can't stand the smell of some of the wild flavors of gum like - wild cherry, grape, orange, chocolate, vanilla, and strawberry.

10. Chewing gum is hard on your teeth because it gives you cavities and you may end up with a toothache. Another reason is it gets stuck in your braces if you wear them like me and your mother yells at you.

3.36

COMPREHENSION

EXERCISE: Reading To Locate Information

SUBJECT: Library Science/Social Studies

GRADE LEVEL: 7th - 9th

EDUCATOR: -----

SCHOOL: Penns Valley Junior High School

PREFACE

The purpose of this exercise is to acquaint students with various history magazines and give them further information about events of the past and people who shaped them. This is part of an added-credit assignment used in history classes by 9th graders.

Students are to go to the Instructional Material Center and obtain some history magazines from which they are to report on two articles giving the information required by the worksheets. Points are given for each item on the worksheet filled in.

EXERCISE

Name of magazine______________________________

Name of article______________________________

Author of article______________________________

Page number of article ______________

Main idea of article:

Time span covered in article______________________________

List five new words you encountered in article and write their definitions:

____

____

____

____

____

Name two people discussed in the article and tell what they did:

ANSWERS

Answer will vary according to subject.

COMPREHENSION

EXERCISE: Reading To Locate Information

SUBJECT: Physical Science

GRADE LEVEL: 8th

EDUCATOR: Elaine Torok Schuckers

SCHOOL: Park Forest Junior High School

SOURCE: Physical Science: A Search For Understanding
Walter Brown and Norman Anderson
J. B. Lippincott Publishing
New York, New York, 1972

PREFACE

Students have been assigned the reading of Chapter four before this class period. They are to answer all questions with the exception of number 8 and 9. Number 8 and 9 involve reading and setting up a formula, then solving two problems. Extra credit is given for their completion. The students are encouraged to answer as many questions as they can without using their book. They may work with their lab group.

This assignment is due two days after it is handed out. When the papers are returned, we go over each of the questions.

The study guide is a very important part of each of my units of study. It is the introduction to all the material to be covered in the unit. The students read the chapter before the study guide is handed out. I try to get them to answer as much as they can on their own. I also try to teach them the study skills needed to find their answers. I've shown them how lead sentences and words in dark letters are the key ideas in each section. The student must read and then apply their study skills in answering the questions accurately. They must begin with this material so that their lab work is understood.

The study guide: reviews the temperature scales; discusses expansion of materials; introduces the three methods of heat transfer; helps them understand why water expands when it freezes; and introduces them to factors which affect the boiling point of liquids.

EXERCISE

1. The four elements the Greeks thought everything was made of were ___.
2. The first thermometer was made ___ years ago.
3. The first thermometer was made by ___.
4. One hundred-twenty (120) years after the first thermometer was invented a system of ___ was developed.
5. On the next page, fill in the blanks beside the thermometer-----

FAHRENHEIT	CENTIGRADE
Boiling point of water ____	____ Boiling point of water
Normal body temperature ____	____ Normal body temperature
Room temperature ____	____ Room temperature
Freezing point of water ____	____ Freezing point of water

6. Another term for celsius temperature scale is the ___ scale.

7. Solids such as railroad tracks ___ when heated and ___ when cooled.

8. Write a formula to show how we find the increase in volume of an object when heated.

9. USING PAGE 116, ANSWER THE FOLLOWING QUESTIONS:

   A. If you have 10 liters of water and its heat rises 40°C, what will be its new volume?

   B. If you have 50 liters of water and its heat rises 20°C what will its new volume be?

ANSWER THESE QUESTIONS BY READING THE CHART ON PAGE 116:

10. A. Which material expands the least?

    B. Which materials expand at the same rate?

    C. Which material expands most?

11. Unlike solids and liquids the coefficient of volume expansion of all gases are ___.

12. The coefficient of volume expansion for gases is ___ at temperatures near 0°C. This means that gases ___ more than solids and liquids.

13. When heat is added to a substance work is done on the molecules. The heat energy forces them apart and at a certain distance a ___ takes place.

14. The ability to absorb heat is called ___ and is different for each substance.

15. Almost every substance has a specific heat lower than ___.

16. Do you think that some of the scientific theories accepted today will, 300 years from now, seem just as silly as the Theory of the Caloric does to us? Why?

17. The Conservation of Energy states:

18. Matter is composed of molecules which are in ___.

19. Heat is the energy of motion of ___.

20. An object is cool if heat energy flows ___ it from its surroundings and warm if heat energy flows ___ from it.

21. The lowest temperature possible is ___ or absolute zero. This is the zero point on the ___ scale.

TRANSFER OF HEAT:

22. Transfer of heat by direct contact is called ___. Give an example.

23. Heat transferred by the movement of matter is called ___. Give an example.

24. Both convection and conduction depend on the presence of ___.

25. The most important source of heat is the ___.

26. When energy in a form other than heat travels through space and is changed into heat when it strikes matter, it is called ___.

27. Because the Earth has heat unevenly distributed over it, ___ are produced.

28. The expansion of the liquid in a thermometer measures the ___ speed of the molecules that strike it.

29. When fast moving molecules in liquids have enough energy to break the surface of the liquid and escape into the air, ___ has taken place.

30. Why does water expand when frozen?

31. The two factors which affect the temperature at which a liquid boils are:

32. ___ is removed from a substance when it goes from a gas to a liquid and then to a solid. As the molecular action decreases the molecules move ___.

ANSWERS

1. water, air, earth, and fire
2. 350
3. Galileo
4. calibrating
5. 212°F 100°C
   98.6°F 37°C
   72°F 22°C
   32°F 0°C
6. centigrade
7. expand contract
8. Increase in Vol = V of object x Coefficient of V. Exp. x ΔT
9. 10 x 0.0002 x 40 = .08 liters. New Volume 10.08 liters
   50 x 0.0002 x 20 = .2 liters. New Volume 50.2 liters

10. A. Iron
    B. Brass and silver
    C. Aluminum
11. equal
12. 0.0037 expand
13. change in state
14. specific heat
15. water
16. Accept any reasonable answer
17. E like matter can be converted from one form to another, but E cannot be created or destroyed.
18. continuous motion
19. molecules of matter
20. into away
21. -273.16°C Kelvin
22. conduction burned finger
23. convection heating rooms
24. matter
25. sun
26. radiation
27. winds
28. average
29. evaporation
30. Student must include formation of crystals in answer.
31. The forces between molecules making up the liquid -- Cohesive/Adhesive; and air pressure
32. Energy closer

COMPREHENSION

EXERCISE: Understanding The Main Idea

SUBJECT: Home Economics

GRADE LEVEL: 9th

EDUCATOR: Margaret Campbell

SCHOOL: Westerly Parkway Junior High School

PREFACE

In nearly every paragraph there is one idea that is more important than all the others. The more practice you have in finding this main idea, the better. It will be helpful in your studying.

More often than not, the main idea is found in the first sentence of a paragraph. Sometimes it comes in the middle of a paragraph. In fact, the main idea may be in any part of a paragraph. So, in finding it you have to think about all of the sentences and decide which one really does give the most important idea to the entire paragraph.

EXERCISE

FINDING THE MAIN IDEA IN PARAGRAPHS-----

DIRECTIONS -- Below are several paragraphs for you to read. See if you can find the main idea in each one. Underline the idea that you decide is the main one in the paragraph.

1. The shape of bread varies with the cultural background of the baker. The large round corn-rye is popular in Jewish neighborhoods; Jewish Challan is formed of braided coils; brittle bread sticks come from Italy; Greek kouloura is a ring; French breads are slim and smooth; and German pumpernickel is a dark, long, rectangle. Our American heritage has been enriched by all of these breads.

2. The wide variety of yeast products can be classified according to the flour used to make them such as whole wheat and rye, or according to their forms or shapes. Yeast products can be conveniently grouped by basic shape such as loaf breads, rolls, and doughnuts.

3. Nothing quite measures up to the satisfaction and pride derived from a well-made loaf of fragrant golden-brown bread. This enjoyment and pride can be yours too when you begin by selecting the proper ingredients. The basic ingredients of all yeast dough are yeast, flour, liquid, and salt; sugar and shortening are often used. Crusty, crisp breads as French or Italian bread are made with only the four basic ingredients, while breads with a soft crust use all of them. The ingredients used will determine the characteristics of the bread.

ANSWERS

1. The shape of bread varies with the cultural background of the baker.
2. The wide variety of yeast products can be classified according to the flour used...or according to their forms or shapes.
3. The ingredients used will determine the characteristics of the bread.

COMPREHENSION

EXERCISE:	Understanding The Main Idea/Reading For Significant Detail
SUBJECT:	Home Economics
GRADE LEVEL:	8th
EDUCATOR:	Connie Martin
SCHOOL:	Park Forest Junior High School

PREFACE

Eighth grade Home Economics students are studying Child Care for a six week period. As part of the unit, they are learning about a safe home environment and then about providing a safe environment while babysitting.

Students were permitted to select either

Noting the Main Idea
or
Worksheet Questions

for their required activity using the booklet "Sitting Safely" by Metropolitan Life Insurance Company. The activity takes about 45 minutes.

EXERCISE

REQUIRED ACTIVITY-----

Select one of the assignments which will help you understand the pamphlet, "Sitting Safely."

Option A -- Noting The Main Idea

Option B -- Worksheet questions

OPTION A -- NOTING THE MAIN IDEA-----

In the space provided, write the main idea for each section in the pamphlet, "Sitting Safely."

1. Suggestions for the baby sitter --
2. Reminder for the Baby to 6 months --
3. Reminder for the Baby 6 - 12 months --
4. Reminder for the Child 12 - 15 months --
5. Reminder for the Child around 2 years --

6. Reminder for the Child around 3 years --

7. Reminder for the Child around 4 years --

8. Reminder for the Child 5 - 7 years --

9. Safe Surroundings --

10. On-The-Job Performance --

11. What to Expect From Parents --

OPTION B -- WORKSHEET QUESTIONS-----

Answer the following questions using the pamphlet "Sitting Safely" for the information.

1. What are two steps you should take if a fire occurs in a home where you are babysitting?

2. How can you gain some experience with children before going out babysitting?

3. Describe how you would feed an infant under 6 months of age.

4. Why is it a good idea for parents of a child 6 - 12 months old to invite a sitter to the home in advance of the babysitting job?

5. What would you do if a one year old won't go to bed without his favorite toy?

6. Comment on the following statement, "Two year olds are adventurous and independent."

7. How old is a child when he or she is able to listen to a story?

8. List three quiet activities a 4 year old would enjoy?

9. Describe two possible danger areas in the home.

10. Should you accept a babysitting job if you don't enjoy children? Why or why not?

11. What should a babysitter expect from parents regarding transportation to and from the job?

COMPREHENSION

EXERCISE: Recognizing Sequence

SUBJECT: Home Economics

GRADE LEVEL: 9th

EDUCATOR: -----

SCHOOL: Westerly Parkway Junior High School

PREFACE

This exercise is used with my ninth grade classes when teaching the application of pockets in clothing construction. It is important for them to understand the sequence of the steps so as not to omit any [illegible].

This exercise preceeds small group student demonstrations of pocket applications. One student demonstrates with two or three observing.

EXERCISE

DIRECTIONS-----Read Column 1 on page 58 of the Simplicity Sewing Book. Close the book.

Number these steps in the proper order for applying a pocket to a garment:

__________ Turn hem facing to the side and press.

__________ At top edge turn 1/4 inch to the wrong side and stitch.

__________ Press seam allowance to the wrong side, rolling the machine stitching to the underside so stitching will not show when pocket is attached to garment.

__________ On curved edges, make notches to the stitching line so seam allowance will be flat when the edge is turned under.

__________ Turn top edge to the right side on fold line to form a hem facing.

__________ Trim corners and seam allowance of hem facing.

__________ Starting at top of hem fold, stitch around the pocket on the seam line, backstitching at both ends.

Now check the book to see if you have numbered these steps correctly.

ANSWERS

6
1
7
5
2
4
3

COMPREHENSION

EXERCISE: Recognizing Sequence and Relationships in Time, Place, Ideas, Events or Steps

SUBJECT: Home Economics

GRADE LEVEL: 8th

EDUCATOR: Connie Martin

SCHOOL: Park Forest Junior High School

PREFACE

When beginning the unit on salads in 8th grade, we begin by discussing the importance of salads in today's menu planning and the large variety of types from which we can choose.

Students will use the textbook The World Of Food, Chapter 16, "Salads". An explanation of how to outline was given to students and examples were placed on the board. Students were then asked to outline the chapter. This activity took about 40 minutes.

The World Of Food, Eva Medved, Ginn and Company, Lexington, Massachusetts, 1973.

EXAMPLE

I. Parts of a salad

  A. Salad base - leafy greens

  B. Body of the salad - fruits, vegetables, meets, eggs, cheese, etc.

  C. Dressing - French, mayonnaise, cooked

OR

I. Parts of a salad

  A. Lettuce, endive, escarole and watercress are common salad greens.

  B. Fruits, vegetables, meats, eggs, cheese, macaroni are examples of foods used in the body of a salad.

  C. Dressings may be either French, mayonnaise or cooked.

NOTE: Students had difficulty understanding the breakdown required in outlining, and needed review of Roman numerals.

COMPREHENSION

EXERCISE: Recognizing Sequence And Relationships In Events

SUBJECT: English/Reading

GRADE LEVEL: 8th

EDUCATOR: Sue Books

SCHOOL: Harrisburg Middle School

PREFACE

Students will complete outline of story "Yellowstone" demonstrating ability to locate details and pick out main idea of paragraphs.

Students will demonstrate ability to write information in an outline form (not necessarily write their own outlines).

The purpose of this exercise was to expose students to an outline and to have them see a useful purpose in organizing information. I chose a story they could relate to or an article they might encounter in a history book. We discussed using reading class to practice skills that would help them in other subjects.

With this goal set, we will work on sequential skills for writing their own outlines.

1. Seeing how outlines are organized
    - A. Using headings, titles, main ideas
    - B. Including names and terms
    - C. Including identifications and definitions
    - D. Making lists
    - E. Including series of events or statements
2. Identifying main idea of paragraph or several paragraphs
3. Selecting important details
4. Organizing 2 and 3 into an outline
5. Studying from an outline

EXAMPLE

I. Yellow Stone was discovered
  - A. By Colter, (a trapper and trader)
    - 1. He saw:
      - a. canyons
      - b. waterfalls
      - c. boiling mud
    - 2. His adventure
      - a. with friend Potts
      - b. attacked by Indians
      - c. Potts was killed
      - d. Colter had to run for his life

II. Yellow Stone was explored
  - A. Captain Clark, (a famous explorer)
    - 1. heard about Yellow Stone from Colter
    - 2. put Yellow Stone on map of Lewis and Clark
  - B. Yellow Stone nicknamed Colter's Hell
    - 1. boiling springs
    - 2. steaming pots
    - 3. bubling pools
  - C. Jim Bridges (a guide and story teller)
    - 1. discovered a petrified forest
    - 2. was not believed because he stretched the truth
  - D. Henry Washburn (a general)
    - 1. made the discovery of Yellow Stone official
    - 2. in year 1871
    - 3. records kept by N. Langford
    - 4. decided Yellow Stone should be a National Park

III. How Yellow Stone became a National Park

A. Newspaper stories printed

B. Paintings and photographs as proof

C. People began to believe

D. Congress passed Bill in 1872

COMPREHENSION

EXERCISE: Recognizing Sequence And Relationships In Ideas

SUBJECT: English

GRADE LEVEL: 7th - 8th

EDUCATOR: Christine Kolasa

SCHOOL: Park Forest Junior High School

PREFACE

The skill for this exercise, "Mice," is outlining an article. The student must read the entire article carefully and then identify the three main topics. Next, the student must arrange the details for each section (in logical order). Proper sequence is also covered in this exercise.

EXERCISE

DIRECTIONS — Following is a theme written with a carefully planned outline. You are to read the theme carefully, then reconstruct the outline used by the writer. Use the ruled outline following the theme. The number of the topics and their relationship are correctly indicated by the blanks in the outline.

Though I happened to get my first white mouse by chance, I now can think of three good reasons for having mice.

The first reasons is the pleasure you can get from owning and observing a small animal. I never get tired of watching my mice scurry around, eat, and play.

My next reason is probably a more serious one, although it didn't at first occur to me. Owning small animals such as mice, rabbits, or guinea pigs is educational. You learn a lot about small animals and what they must have to be healthy and happy, through owning and observing them.

Too, there's a financial profit to be made from raising pets, especially if they reproduce as quickly as mice do. My third reason, therefore, is the fact that sometimes you can make money, or at least try to. I wouldn't want to emphasize this, because I've never managed to make much of a profit myself. In fact, I always plow my profits back into the business, and I never have any money to buy pet food when I run out - which is often.

If you're going to raise mice, you need the proper equipment. A guinea pig will live happily in any cardboard box, but a mouse would climb out in five seconds. The most important piece of equipment you need is a mouse-proof cage. Fortunately for me, my father had some old window screens and made me a wire cage with steel wire on all six sides. Once I had this, I didn't need to worry about my mouse running away, but I did discover that only a cage isn't enough.

The cage needs three additional kinds of equipment. Since mice spend much of their time eating, you need to have food and water dishes. This is easy; any type of dish or container will do. The second thing a mouse cage needs is a nest of some sort. Mice like to build themselves a nest where they can sleep and raise their young. This can be a little cardboard box. Of course the mice will eventually chew it to pieces, but it is easy to replace. Lastly, because mice quickly start smelling "mousy," they need fresh litter in their cage. Shredded newspaper will do, and it costs nothing.

Once you have your mice, your cage, and the rest of your equipment, you have to learn how to take care of your pets. These are two things my parents always insist upon. I have to give my mice food and water every day, and I have to keep the cage clean.

Feeding mice isn't any trouble. Mice eat almost anything, but they especially like a mixture of seeds, which can be bought at any pet store. They also like bits of fresh vegetables and bread. There always should be water for them.

I didn't realize how important keeping the cage clean is until I'd had my first mouse about a week. I hadn't changed the litter, and as a result, our basement began to smell "mousy". When I changed the litter, the smell went away.

You can expect happy, healthy, fat mice if you feed them properly, give them a neat box and plenty of water, and always keep their cages clean.

I.

A.

B.

C.

II.

A.

B.

1.

2.

3.

III.

A.

B.

ANSWERS

I. Reasons for having mice
    A. Pleasure
    B. Educational
    C. Profit
II. Raising mice
    A. Mice
    B. Cage
        1. Dish
        2. Nest
        3. Litter
III. Caring for mice
    A. Food
    B. Sanitary conditions

COMPREHENSION

EXERCISE: Understanding and Drawing Comparisons and Contrasts

SUBJECT: English

GRADE LEVEL: 7th - 9th

EDUCATOR: Candace Marion

SCHOOL: Penns Valley Junior High School

PREFACE

The following comprehension exercise is one that I will use with my seventh grade class. I think it is a good exercise to use in getting students to read on an inferential level, not only on the literal. This exercise is designed to develop and reinforce skills in drawing inferences and in understanding and drawing comparisons and contrasts.

I believe that I will allow the better readers to work on this individually or in pairs. I will then form one or two groups with the slow readers and work through this with them.

This exercise will be incorporated into a larger unit that is designed to improve general reading skills of students. After studying figurative language, the class then will apply these concepts to literary selections in trying to understand the author's purpose and meaning, and in analyzing how language constitutes to the overall mood and style of writing.

EXERCISE

FINDING THE HIDDEN MEANING-----

Writers often make their meaning clear through comparisons. The two things being compared may seem at first glance completely unlike. In comparing them, the writer is saying that they are alike in some one way. In some comparisons, the writer tells you in what way the two things are alike. In others, he asks the reader to figure out the likeness - to read between the lines. You can see this difference in these two sentences:

"I was so gay that I felt as light as a feather."

"My hands were like ice."

If you read the first sentence literally, it does not make sense. No one ever weighs as little as a feather. But sometimes when a person is happy, he feels as though he has no weight. The second sentence is not exactly true either, but it has meaning for the reader.

Clearly, it is important to know when a writer is making an accurate, serious statement and when he is merely making a comparison. The words as and like are clues to comparisons. When you see them, you know that the writer may be making a comparison.

In the following sentence, you can see the clue word, and the writer tells you in what way the plane seemed like a leaf.

"The damaged plane fell gradually, like a fluttering leaf."

Did you get a picture of that fall? Did you see the plane looking something like a leaf and falling a little at a time? And, did you notice the clue word like? The sentence compared plane to leaf because both were fluttering.

A. Read the sentences below that contain comparisons. Then answer the questions that follow each statement. We will discuss your answers later in class.

1. As darkness came on, a million stars blossomed in the sky.
    a. To what are the stars being compared?
    b. What word gives you the clue?
    c. What was the author thinking of when he made this comparison?
    d. Can you tell whether the author loves flowers?

2. The ranger plodded on stubbornly through the underbrush, while the tempestuous wind snarled at him and the driving rain stung his face.
    a. to what is the wind being compared? Through what word?
    b. To what is the rain being compared? Through what word?
    c. What kind of sound do you think the wind made?

3. Dad waited for Danny to explain the disappearance of his best saw and hammer, but the boy could not seem to find his tongue.
    a. Was his tongue lost? Where was it all the time?
    b. How does a person feel when he acts as though his tongue were lost?
    c. Why was Danny unable to answer?

4. The Marine inched his way through the bushes to get a peek at the enemy.
    a. Did he use a ruler to measure his progress?
    b. How far did he go each second? An inch? A foot? A yard? Or doesn't it matter?

5. Immediately upon the sound of the bell, a horde of students came pouring out of the doors into the school yard.
    a. Students are compared to what? Pitcher? Water?
    b. How fast can a liquid be poured? Very slowly? Very fast?
    c. Did the students come one at a time, or in a steady stream?

ANSWERS

1. a. flowers
    b. blossomed
    c. stars appeared and became brighter, slowly, just as a flower blooms
    d. no

2. a. an animal (dog, lion, etc.); snarled
    b. bees; stung
    c. varied answers

3. a. No; in his mouth
    b. scared or shocked, so that he is speechless
    c. scared

4. a. no
   b. It means he went very slowly.

5. a. pouring or gushing water
   b. both
   c. steady stream

COMPREHENSION

EXERCISE: Understanding And Drawing Comparisons And Contrasts

SUBJECT: Mathematics

GRADE LEVEL: 7th - 9th

EDUCATOR: -----

SCHOOL: Penns Valley Junior High School

PREFACE

At the end of the year, I like to pull all the vocabulary together. In this exercise the students are asked to draw comparisons and contrasts using the given pairs of words. I would use this as a review at the end of the year before a final test.

EXERCISE

DIRECTIONS: If the two words of a pair mean the same or nearly the same, or are otherwise related, write "S" on the line between them. If they mean the opposite or nearly opposite, write "O" between them. If there is no relationship between the words, write "N".

1. approximation _____ equal
2. add _____ subtract
3. multiply _____ divide
4. vertical _____ horizontal
5. circle _____ square
6. square _____ multiply
7. minus _____ subtract
8. scalene _____ equilateral
9. right angles _____ complementary angles
10. even numbers _____ odd numbers
11. numerator _____ denominator
12. obtuse _____ acute
13. ratio _____ quotient
14. rational _____ irrational

15. composite ____ prime

16. complementary angles ____ supplementary angles

ANSWERS

1. S
2. O
3. O
4. O
5. O
6. S
7. S
8. O
9. S
10. O
11. O
12. O
13. S
14. O
15. O
16. O

COMPREHENSION

EXERCISE:	Understanding and Drawing Comparisons and Contrasts
SUBJECT:	Social Studies
GRADE LEVEL:	7th - 9th
EDUCATOR:	Richard Henderson
SCHOOL:	Penns Valley Junior High School

PREFACE

This exercise is a geography lesson designed to develop comprehension by making comparisons and contrasts between areas under study now, and previous lessons.

The pages in the book, Eurasia, by Ginn and Company, are 51, 52, 53, and 54. They deal with London.

EXERCISE

1. Are there different places in London that would make it easy for you to tell it from some American city? Name some of these.

2. Would New York and London harbors have the same kinds of ships in them? Explain why.

3. Would you expect London to have more or fewer government buildings than an American city like New York?

4. Why would you expect the "sky line" of the cities of New York and London to be different?

5. Why are the industries of most big cities somewhat similar in character?

ANSWERS

1. London would be easy to distinguish because of the palaces, bridges, government buildings, taxis, and double-decker buses.

2. London harbor would not have as many big passenger and freight ships due to the shallow Thames River.

3. London would most likely have more government buildings because it is a national capital and New York is not.

4. Buildings in London are shorter because of the soft soil under the city. New York has tall buildings and solid rock to support them.

5. Most cities specialize in "light industries" where less room is required and many skilled workers.

COMPREHENSION

EXERCISE: Drawing Conclusions

SUBJECT: Mathematics

GRADE LEVEL: 7th - 9th

EDUCATOR: ------

SCHOOL: Penns Valley Junior High School

PREFACE

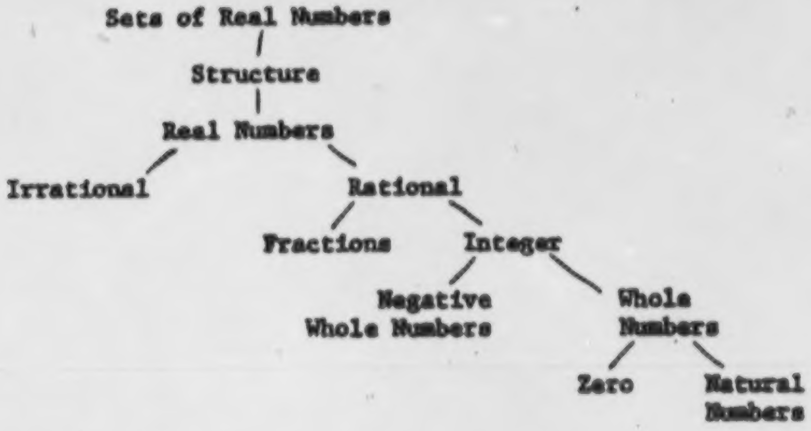
It is very important for my students to recognize the relationships between the sets of Real Numbers. The term "number" suddenly becomes vague, they need to be specific in their explanations and definitions. This assignment allows them to visualize the structure of the set. In class we would construct the tree diagram starting with Real Numbers. Important to any discussion of sets is the language involved:

Intersection $\cap$

Union $\cup$

Empty Set $\emptyset$

EXERCISE


Sets of Real Numbers
Structure
Real Numbers
Irrational
Rational
Fractions
Integer
Negative Whole Numbers
Whole Numbers
Zero
Natural Numbers

R = Set of Real Numbers
Q = Set of Rational Numbers
I = Set of Irrational Numbers
In= Set of Integers
W = Set of Whole Numbers
N = Set of Natural Numbers

Using the previous diagram, answer the following questions. These questions will show relationships between the sets of Real Numbers:

1. $R \cap Q =$

2. $I \cap R =$

3. $Q \cup I =$

4. $N \cup W =$

5. $W \cap In =$

6. $N \cap W =$

7. $R \cap N =$

8. $R \cup W =$

9. $Q \cap I =$

10. $I \cap W =$

ANSWERS

1. Q
2. I
3. R
4. W
5. W
6. N
7. N
8. R
9. $\emptyset$
10. $\emptyset$

STUDY SKILLS

EXERCISE: Problem Solving

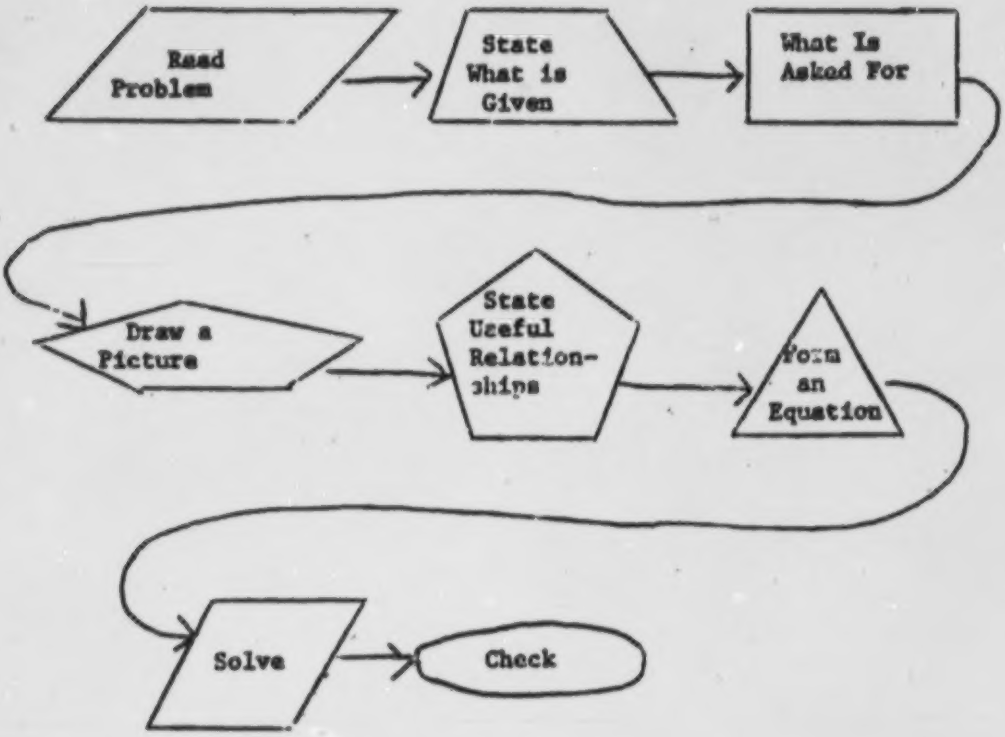
SUBJECT: Mathematics

GRADE LEVEL: Junior High School

EDUCATOR: -----

SCHOOL: Penns Valley Junior High School

PREFACE


Read Problem
State What is Given
What Is Asked For
Draw a Picture
State Useful Relationships
Form an Equation
Solve
Check

EQUATIONS AND WORD PROBLEMS

EXAMPLE: Miss Clark paid $6.30 for a dinner, including the tip. If the price of the dinner was 6 times the tip, how much was her tip?

1. What unknown quantities are asked for?

_____ price of dinner _____ price of dinner and tip

_____ tip _____ 6 times the tip

2. What mathematical expressions are useful in this problem?

_____ X _____ 6X _____ X+6X _____ X + $6.30

3. Will a sketch help to make the problem clearer?

4. What mathematical relationships are useful in this problem?

_____ the tip is 15% of the dinner

_____ the tip plus price of dinner equals the total bill

_____ the tip is less than the price of the dinner

_____ the equation is always balanced

5. Based on all the above questions, which of the following is correct?

_____ 6x - x = $6.30

_____ 6 + x = $6.30

_____ x + 6x = $6.30

_____ y + x = $6.30

6. Solve the equation you chose.

7. Check your answer.

EXAMPLE: The sum of two numbers is 28. One number is 4 more than another. Find the numbers.

1. What is given in the problem?

2. What unknown quantities are asked for?

3. Will a picture help?

4. Formulate an equation.

5. Solve the equation.

6. Check your answer.

STUDY SKILLS

EXERCISE: Problem Solving

SUBJECT: Mathematics

GRADE LEVEL: 9th

EDUCATOR: David Perri

SCHOOL: Harrisburg Middle School

PREFACE

The teacher will review how to solve word problems by steps.

Many students will not touch a word problem with a ten foot pole, but if you would follow these steps word problems could be easy. Try these steps to help you answer these word problems on the attached pages.

STEP #1: What does the problem TELL you?

STEP #2: What does the problem ASK?

STEP #3: What PROCESSES are used to solve the problem? x ÷ + -?? In what order?

STEP #4: WORK the problem

STEP #5: CHECK the problem.

EXERCISE

1. There are 8 students in the advanced math class. If each student is to do an equal number of problems and there is 2048 problems to be done, how many problems will each student do?

2. Divide four thousand one hundred and twenty-seven by eight. Is there a remainder? If so, how much?

3. John made $154.80 in one week. If he worked 40 hours that week, how much did he make per hour?

4. John owns a company that does yard work. He pays each of the four men working for him the same salary out of a payroll account of $424.00 to be divided among the 4 men equally. How much does each man receive each payday?

ANSWERS

1. 256
2. 515 yes 7
3. $3.87
4. $106

STUDY SKILLS

EXERCISE: Problem Solving

SUBJECT: Mathematics

GRADE LEVEL: Junior High School

EDUCATOR: -----

SCHOOL: Penns Valley Junior High School

PREFACE

Statement problems can be the most frustrating part of any mathematics class for a student. This study guide is set up in a manner that establishes a pattern for students to follow when solving a statement problem.

In the classroom situation this study guide would be explained one step at a time. Mathematical expressions and relationships must be explained. When we solve problems in class it will be important to ask these same questions in the same sequence. Through this repetition the class will form (or should form) a more positive attitude toward statement problems.

EXERCISE

Last week Tom bought a shirt on sale. He paid $7.00 after a 40% discount had been marked off the original price. What was the original price?

A. What are you asked to find? (Check the answer)

_____ selling price
_____ discount
_____ original price
_____ percent
_____ shirt
_____ ratio

B. What mathematical expressions are useful in this problem?

_____ $\frac{60}{100}$

_____ 100 - 40 = 60

_____ $\frac{40}{100}$

_____ $\frac{7}{x}$

_____ .40 x $7.00

_____ $\frac{x}{7}$

C. What mathematical relationships are useful in this problem? Check the statements that are true.

_____ % of discount plus % of selling price always equals 100.
_____ the selling price is a percent of original price.
_____ original price - discount = selling price
_____ commission is a percentage of sales
_____ percent means per hundred

D. Based on all the above questions, which of the following is correct? Be able to explain your choice.

_____ $\frac{60}{100} = \frac{x}{7}$

_____ $\frac{60}{100} = \frac{7}{x}$

_____ $\frac{40}{100} = \frac{7}{x}$

_____ $\frac{40}{100} = \frac{x}{7}$

E. Solve the equation you chose. What was the original price?

F. Check your answer.

ANSWERS

A. original price

B. $\frac{60}{100}$ $\frac{7}{x}$

C. % of discount plus % of selling price always equals 100.
the selling price is a percent of original price.

D. $\frac{60}{100} = \frac{7}{x}$

E. $\frac{60}{100} = \frac{7}{x}$

$60x = 700$

$x = \frac{700}{60}$

$x = \$11.67$

F. x = original price
.40 x - discount
x - discount = selling price
11.67 x .40 = 4.67
11.67 - 4.67 = 7.00 selling price

STUDY SKILLS

EXERCISE: Reading A Graph

SUBJECT: Chemistry

GRADE LEVEL: Senior High School

EDUCATOR: Deborah Fineberg

SCHOOL: Penns Valley Junior-Senior High School

PREFACE

The purpose of this exercise is to show the pressure-temperature relationships of a gas, and to introduce the absolute temperature scale. The activity starts with a demonstration dealing with the effect of temperature on pressure of a gas. This activity allows the student to collect experimental data and see it arranged in a chart and to represent the same data as in a graph.

This activity is to take place prior to Section 4-3,4 in Chapter 4 of the text. At the end of the activity, the student should be able to state the effect of temperature on the pressure of a gas.

Today's demonstration deals with the relationship between temperature and pressure. The bulb of "john's Law Apparatus" will be filled with a given amount of air and then submerged in three different temperature baths: (1) boiling water; (2) ice-water mixture; and, (3) dry ice-amylalcohol mixture. The pressure will be read for each temperature bath. You are to record the following data during the demonstration:

Room temperature = : Gauge Pressure =
Temperature of boiling water = : Gauge Pressure =
Temperature of ice water mixture = : Gauge Pressure =
Temperature of dry ice-amylalcohol = : Gauge Pressure =

EXERCISE

1. Plot the data with temperature along the abscissa and gauge pressure along the ordinate. The origin should be at T=300°C and P = 0 PS1 (Pounds per square inch). Draw the best straight line through these points.

2. Extrapolate the line formed by the four points to the line P = 0.

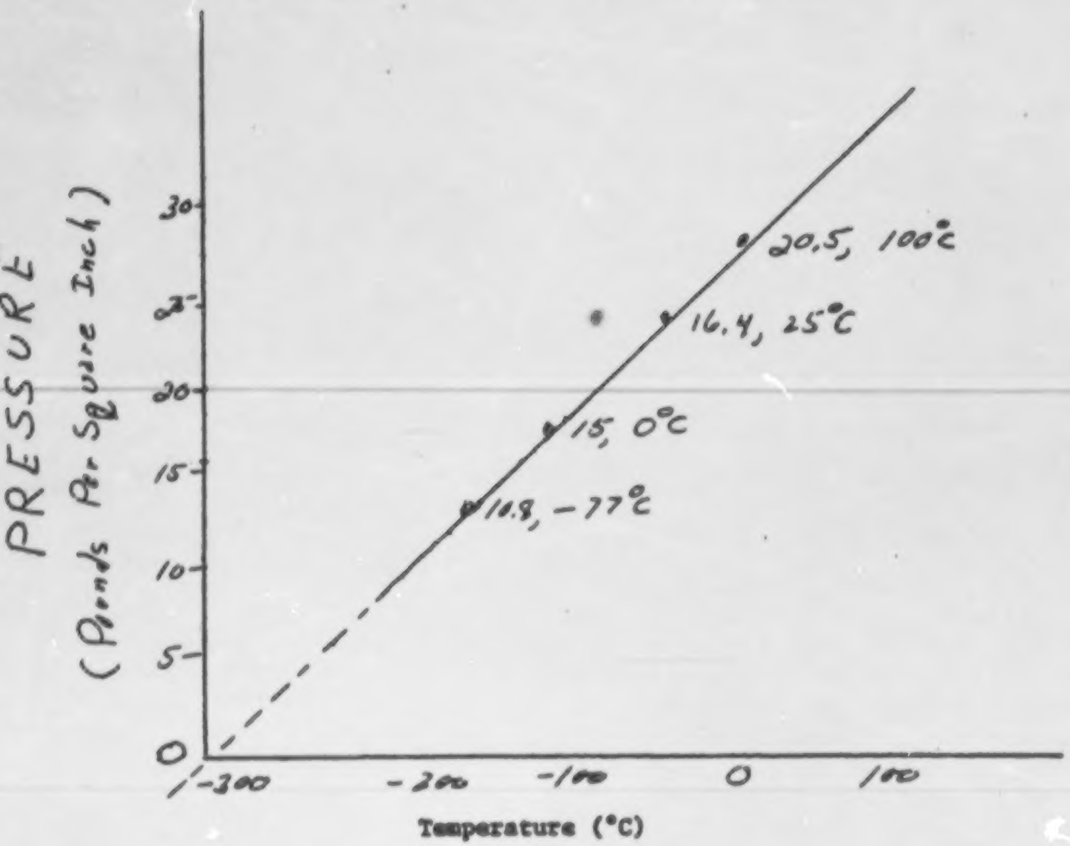
3. Answer the following questions:

__________ a. Is the relationship between temperature and pressure direct or indirect?

__________ b. As temperature decreases, pressure ___.

__________ c. We earlier defined temperature as a measurement of Kinetic Energy. Does the centigrade scale accurately measure Kinetic Energy? Explain your answer.

Pressure-Temperature Relationships For Air



ANSWERS

a. There is a direct relationship between pressure and temperature.
b. As temperature decreases pressure decreases.
c. Kinetic Energy is energy of motion. If gas molecules are moving they would exert a pressure. If they are not moving, there should be no pressure. This graph shows that the centigrade scale does not accurately measure Kinetic Energy because at 0°C, there is a pressure of 15 PSI. Therefore, 0°C does not mean 0 Kinetic Energy.

STUDY SKILLS

EXERCISE: Reading A Chart

SUBJECT: Home Economics

GRADE LEVEL: 8th

EDUCATOR: -----

SCHOOL: Westerly Parkway Junior High School

SOURCE: Simplicity Sewing Book
Simplicity Publishing Company
New York, New York, 1975

PREFACE

This exercise is used to teach the study skill of reading a chart. The student will need this skill to purchase the correct amount of fabric for the pattern they choose for a project for clothing construction.

EXERCISE

HOW MUCH FABRIC TO BUY-----

I. Read page 23 in the Simplicity Sewing Book. Using the book, answer the following questions:

1. What three things doe you need to know before you can figure out how much fabric to buy?
2. How much fabric would be needed for view 4, in a size ten, using fabric 44 inches wide?
3. How much fabric would be needed for view 1, in a size fourteen, using fabric 36 inches wide?
4. How much fabric would be needed for view 3, in a size six, using fabric 60 inches wide?
5. How much fabric would be needed for view 4, in a size sixteen, using fabric 36 inches wide?
6. How much fabric would be needed for view 2, in a size twelve, using fabric 45 inches wide?
7. How much lace trim is needed for view one, size eight? How wide?
8. How much interfacing is needed for view 4, size ten, using interfacing 32 inches wide?
9. How much interfacing is needed for view 1, size six, using interfacing 25 inches wide?

II. Check your answers with the key.

ANSWERS

1. the view you are using, your size, and the width of the fabric you intend to buy.
2. 1 7/8 yards
3. 2 3/4 yards
4. 1 1/2 yards
5. 2 1/2 yards
6. 2 1/4 yards
7. 1 5/8 yards 2 inches
8. 3/4 yards
9. 7/8 yards

STUDY SKILLS

EXERCISE: Reading A Chart

SUBJECT: Home Economics

GRADE LEVEL: 8th

EDUCATOR: Katherine Endres

SCHOOL: Harrisburg Middle School

PREFACE

The student learns to read a chart.

The student learns to interpret tables by locating the information he needs to make a sewing project.

Lecture by teacher using wall chart and pointer. Explain parts of chart and verbally quizes students on its use.

Students will complete the following two worksheets: (a) Parts of a Pattern Envelope, and (2) Finding What You Need

PARTS OF A PATTERN ENVELOPE

EXERCISE

A. Read the chart and answer the questions-----

1. List the men's sizes
    a.
    b.
    c.
2. List the five womens' sizes
    a.
    b.
    c.
    d.
    e.
3. List two suggested knit fabrics for making this top
    a.
    b.
4. This pattern was made for material of 3 widths. List how wide these materials are
    a.
    b.
    c.
5. How many pattern pieces are included in this pattern?
6. Name one sewing notion needed to make this pattern.
7. How many views are included in this pattern?
8. What is the pattern number for this pattern?

B. Finding What You Need-----Use the chart for Part A to find your answers-----

1. If you are a man and your waist is 28 inches, what size will you need?

2. If I am going to make view 1, size medium, and my fabric is 44" 45" wide without nap, how much material will I need?

3. If you are going to make this top, name one kind of knit fabric you could use.

4. If you are a misses and your waist is 30 inches and your hips are 36 inches what size pattern would you choose?

5. List the names of the pattern pieces you will need to make this top for View 1.
   a.
   b.
   c.
   d.
   e.
   f.
   g.

ANSWERS

Answers will vary dependent upon pattern chart used.

STUDY SKILLS

EXERCISE:	Reading A Chart
SUBJECT:	Home Economics
GRADE LEVEL:	8th and 9th
EDUCATOR:	Brenda Nye
SCHOOL:	Harrisburg Middle School
SOURCE:	Simplicity Pattern Envelopes #6165 and #5864

PREFACE

When I teach clothing, I use this sheet to teach students how to read the pattern graph on the back of the pattern envelope. This teaches them how to find the amount of material needed to make a specific garment. If they can read the sample, they should be able to read any pattern back.

EXERCISE

You read pattern envelope backs like a graph. To do this correctly, you must know:

1. Width of material (35 inches, 44 inches, 54 inches or 60 inches)
2. The size you take, according to your measurements.
3. The view number you wish to make or which part of the pattern (blouse, pants, skirt, jacket).

EXAMPLE: Look at pattern "A" at the top of your sheet. It is marked for 44 or 45 inch wide material. The size is a 12. The view number is View 1, or the pants.

Find the section of pattern "A" for pants. Now find the material width of 44 inch or 45 inch wide.

Find size 12 at the top.

Come down the 12 column and across the 44 inch or 45 inch line for pants. Where the two meet is how much material you need for pants of that pattern (#6165).

You would need 2 1/4 yards if you were making that pattern.

Now, follow the same procedure to answer any questions on how much material you will need for any given garment. There are many things found on pattern envelope backs. All answers will be found on envelope back "A" (#6165) or on envelope back "B" (#5864).

1. The pattern number for pattern "A" is _____. For pattern "B" it is _____.

2. You are making pattern "A", size 10, view 1 or 2 - pants, and the material is 44 inches wide. How much material will you need to make these pants? _____

3. Pattern B, size 14, short skirt, material is 36 inches wide. How much material will you need to make the skirt? _____

4. Every pattern has suggested fabrics to use for that particular pattern. List the first three suggested fabrics for pattern "A".

____

____

____

5. Each pattern also lists sewing notions needed. List all of the notions needed for pattern "B".

6. Pattern pieces are lettered. Pattern envelope backs tell you which letters are needed for what you are making. Look at pattern "A". What letters would you use to make pants - View 1 and 2?

7. Pattern "B" - jumper or tunic. Which pattern pieces will you use?
Letters _____ _____ _____ _____ _____

8. Pattern "B" - How much elastic do you need for the tunic or jumper,
size 10 _____? size 12 _____? size 16 _____?

9. How many pattern pieces are given for pattern "A"? __________

10. Pattern "A" - size 14, view 3 - shorts, material is 60 inches wide. How much material should you buy for shorts? __________

11. Pattern "B" - size 8, short skirt, material is 54 inches wide. How much do you need? __________

12. What is the pattern number for pattern "A"? __________

13. Pattern "A" - List notions needed (on back of sheet).

14. From either envelope back, list the standard body measurements for a:

	Size 10	Size 12	Size 16
Bust	__________	__________	__________
Waist	__________	__________	__________
Hip	__________	__________	__________
Back	__________	__________	__________

15. Extra __________ is needed to match plaids, stripes, or one-way designs.

16. What are lightweight wool, wool flannel, tweed, gabardine, double knit, canvas, chino, poplin, linen, challis? _______________ What pattern number has these fabrics under suggested fabrics?

17. Pattern "B" - What is the width of the lower edge of the short skirt:
size 8 _____? size 12 _____? size 16 _____?

18. Pattern "A" - Size 8, view 2 or 3 - top, 45 inch wide material. How much material is needed for contrasting cuffs and facings? ____________

If you got these right, you can answer any questions from ANY envelope back you are given.

STUDY SKILLS

EXERCISE:	Reading A Chart
SUBJECT:	Industrial Arts
GRADE LEVEL:	8th
EDUCATOR:	John Kubalak
SCHOOL:	Penns Valley Junior High School

EXERCISE

Many times it is necessary to put threads on or in a piece of metal. This is done by a tap or a die. The tap is used to make internal threads and the die is used to make the external threads such as on a bolt. These tap and die sets make an American National thread that is the most common type used in the United States. The two common series are:

1. National Coarse (NC) has fewer threads per inch for the same diameter than the other series (NF). It is used for general purpose work.
2. National Fine (NF) has more threads per inch and is used in precision assemblies.

The chart is read in the following way:

a. Determine the size of the threads and the number of threads per inch to be used. (Size of tap)
b. Find that tap on the chart.
c. Look to the right of this size for the threads per inch.
d. To the right of the threads per inch is the size of drill that is used so the hole may be threaded with the proper tap.

SEE CHART ON NEXT PAGE

1/4 - 20 - NC

The above is an example of the proper way a threaded hole would be on a drawing. The 1/4 would describe the diameter of the bolt, the 20 would tell that there are 20 threads per inch of bolt and the NC stands for National Coarse which is the series.

NATIONAL SCREW THREADS

COMMISSION -- STANDARD*

American National Fine (NF)			American National Coarse (NC)		
Size of Tap	Threads per in.	Tap drill	Size of tap	Threads per in.	Tap drill
# 4	48	43	# 4	40	No 43
# 5	44	37	# 5	40	No 38
# 6	40	33	# 6	32	No 36
# 8	36	29	# 8	32	No 29
#10	32	21	#10	24	No 25
#12	28	14	#12	24	No 16
$\frac{1}{4}$	28	3	$\frac{1}{4}$	20	No 7
$\frac{5}{16}$	24	1	$\frac{5}{16}$	18	F
$\frac{3}{8}$	24	Q	$\frac{3}{8}$	16	$\frac{5}{16}$
$\frac{7}{16}$	20	$\frac{25}{64}$	$\frac{7}{16}$	14	U
$\frac{1}{2}$	20	$\frac{29}{64}$	$\frac{1}{2}$	13	$\frac{27}{64}$
$\frac{9}{16}$	18	$\frac{33}{64}$	$\frac{9}{16}$	12	$\frac{31}{64}$
$\frac{5}{8}$	18	$\frac{37}{64}$	$\frac{5}{8}$	11	$\frac{17}{32}$
$\frac{3}{4}$	16	$\frac{11}{16}$	$\frac{3}{4}$	10	$\frac{21}{32}$
$\frac{7}{8}$	14	$\frac{13}{16}$	$\frac{7}{8}$	9	$\frac{49}{64}$
1	14	$\frac{15}{16}$	1	8	$\frac{7}{8}$

*Based on 75 percent full thread.

By using the chart and the paragraph on the preceeding page, answer the following questions:

__________ 1. What is the most common series of threads used in the United States?

__________ 2. A hole in a drawing is labeled 3/8 - 16 - NC, what is the meaning of:

   a. 3/8 -
   b. 16 -
   c. NC

__________ 3. What is the size of the tap drill for the hole in question #2 above?

__________ 4. A tap drill of 7/8 would be used for what size tap?

__________ 5. What is the main use of the National Coarse Series? For the National Fine?

__________ 6. What series of thread would you use in a car and why?

ANSWERS

1. The National series
2. a. the diameter of the bolt
   b. the number of threads per inch -- 16 threads per inch
   c. National Coarse series
3. 5/16 drill
4. 1 - 8 - NC
5. NC for general purpose work
   NF for precision assemblies such as cars
6. The National Fine series because (answer may vary) that is the type that is used in precision work. It will hold better and make more accurate adjustments.

STUDY SKILLS

EXERCISE: Reading A Table

SUBJECT: Mathematics

GRADE LEVEL: Junior High School

EDUCATOR: -----

SCHOOL: Penns Valley Junior High School

PREFACE

Essential to solving any problems dealing with square root is reading a square root table. This exercise would follow a class drill on the square root table. I go through each part of the table explaining the different parts. The best way to master this table is through practice — therefore these problems are varied, covering every situation. Correct answers to these questions would indicate a thorough understanding of the table.

EXERCISE

Using the square roct table on page 421, answer these questions:

1. $\sqrt{16} =$
2. $27^2 =$
3. $\sqrt{63} =$
4. $60^2 =$
5. $\sqrt{361} =$
6. $\sqrt{6889} =$
7. $4.243^2 =$
8. $9.592^2 =$
9. $\sqrt{82} =$
10. $50^2 =$

ANSWERS

1. 4
2. 729
3. 7.937
4. 3600
5. 19
6. 83
7. 18
8. 92
9. 9.055
10. 2500

STUDY SKILLS

EXERCISE: Searching Skills

SUBJECT: Library Science/Social Studies/Language Arts

GRADE LEVEL: Junior High School

EDUCATOR: Daniel Gallagher

SCHOOL: Penns Valley Junior High School

PREFACE

This exercise is a reinforcement of skills taught by the librarian in class. The lesson emphasizes the variety of encyclopedias available and the methods used to obtain the information contained in them.

The student will be given the test toward the end of the class after instruction in encyclopedia use has been given. He will have approximately 10 to 15 minutes to do the worksheet.

Those students who answer 100% of the questions satisfactorily will be able to move on to doing their report. Other students will be given further instruction in the I.M.C.

EXERCISE

1. Give five examples of different subjects that will apply to five different school subjects for which you can find information in an encyclopedia.

	Topic	School Subject
a.	______________	______________
b.	______________	______________
c.	______________	______________
d.	______________	______________
e.	______________	______________

2. Give the titles of three encyclopedias contained in the library.

   a. ______________
   b. ______________
   c. ______________

3. Encyclopedias are most often arranged by ___ order.

4. On the next page you will find a copy of a page from the index volume to the Book of Popular Science 1976 edition. By looking at this page, write down in what volume and on what page you can find information on THRASHERS.

5. Besides dealing only with science, the Book of Popular Science is different from other encyclopedias in another way. What is that difference?

6. What is the purpose of guide words in encyclopedias?

7. Below is a list of guide words and following that is a list of subjects which will fall between the guide words. Match the word on the left with the guide words it will fall between.

_____	a.	DOTING	DUMARUIER, DAPHNE	1.	codes and ciphers
_____	b.	DESIGN, DECORATIVE	DIRECTORY	2.	protective coating
_____	c.	CLEMENS, ORION	COLLECTIVE BARGAINING	3.	Midgard
_____	d.	MEXICO (state)	MIMOSA	4.	double cloth
_____	e.	PROBOSCIS	PUBLIC FINANCE	5.	dictionary

ANSWERS

1. Open to student's imagination.
2. Check with librarian.
3. alphabetical
4. V. 6; p. 48
5. It is not arranged alphabetically, it is arranged topically; the index MUST be used to get at information.
6. To indicate a general area where words can be found.
7. a. 4
    b. 5
    c. 1
    d. 3
    e. 2

STUDY SKILLS

EXERCISE: Searching Skills

SUBJECT: Library Science/Social Studies/Language Art

GRADE LEVEL: Junior High School

EDUCATOR -----

SCHOOL: Penns Valley Junior High School

PREFACE

The purpose of this exercise is to give the student practice in using the card catalog and to define weaknesses in his knowledge of the card catalog and library prior to his embarking on a report which requires him to use sources found in the card catalog. The student had been given instruction in class as well as a manual prepared by the librarian about the card catalog. This is the second step of a unit prepared to acquaint the student with reference sources in the I.M.C.

The student is given the worksheet to be completed on his first visit to the library. The student is judged competent if he gets 8 or 11 answers correct. However, 100% efficiency is aimed for so students will have added instruction in areas where they failed.

EXERCISE

1. What are the three ways materials are cataloged in the card catalog?

2. The difference between the author, title, and subject cards is the information given on the ___ line.

3. The ___ card can be told from the other types of catalog cards because the top line is generally typed in black capital letters.

4. Go to the card catalog in the library and look up FOOD and answer the following questions:

   a. In the card catalog there is a card that sticks out from all the rest labelled FOOD. Where are all the other cards for books about FOOD found? Check one.
      _____in front of that card
      _____behind that card
      _____on both sides of that card

   b. Write the author of one book about food.

   c. What is the title of the book that he wrote?

   d. What is the call number of that book?

   e. Find that book on the shelf and show it to your instructor. Bring this worksheet with you when you do so.

5. Put the following entries in alphabetical order:

    a. LEWIS AND CLARK EXPEDITION

    b. Lighthouses of America

    c. Lent, Henry Bowles

    d. LINCOLN, ABRAHAM

    e. Leviton, Mynah

6. The library has some books written by Dorothy Gladys Spicer; what is the title of one of those books?

7. Who is the author of A Book of Giant Stories?

ANSWERS

1. author, title, subject
2. top
3. subject
4. a. behind
    b.
    c. must be checked against card catalog
    d.
    e.
5. c, e, a, b, d
6. Festivals of Western Europe
    46 Days of Christmas
    The Kneeling Tree
    Yearbook of English Festivals
7. Kathleen Adams

STUDY SKILLS

EXERCISE: Searching Skills

SUBJECT: Library Science/Social Studies/Language Arts

GRADE LEVEL 7th - 9th

EDUCATOR: -----

SCHOOL: Penns Valley Junior High School

PREFACE

This worksheet is designed to give students practice in obtaining information from various entries in the Readers' Guide to Periodical Literature and in filling out the form necessary to obtain back issues of magazines from storage in the IMC. This worksheet is given out during the class on use of the Readers' Guide given as part of the reference skills unit for seventh graders.

The students are told to find a certain subject in the pamphlet, How To Use The Readers' Guide To Periodical Literature. All the students will use the same subject and will be required to request two magazines with articles in them on that subject. They will do this on the worksheet. 100% efficiency is needed for competency.

EXERCISE

SAMPLE MAGAZINE REQUEST FORM

IMC COPY

Student's Name H.R.

Date Due

Magazine Date

ANSWERS

Answers will vary with assigned subject.

STUDY SKILLS

EXERCISE: Searching Skills/Dictionary

SUBJECT: English

GRADE LEVEL: 7th - 9th

EDUCATOR: Candace Marion

SCHOOL: Penns Valley Junior High School

PREFACE

The following study skill was developed for the purpose of reinforcing a dictionary skill which is introduced earlier in class. It is a part of a larger instructional unit dealing with various aspects of the dictionary. Prior to this exercise, the class works on the concept of alphabetizing and how to place words in correct alphabetical order.

Again, students working at the independent level may complete this exercise individually. I work with the others in small groups providing additional instructional aid.

Since the concept of using guide words is important, we then continue instructions by using dictionaries themselves on an individual basis. Students must complete additional exercises in locating certain words.

EXERCISE

DICTIONARY - GUIDE WORDS-----

After you turn to nearly the right page to find a word, your next move is to turn to the exact page. For this purpose, the dictionary offers you an important aid. At the top of every page there are two guide words in heavy black print. The first one, at the left, repeats the first entry word at the beginning of the page. The second one, at the right, repeats the last entry word at the end of the page. By looking at the guide words you can tell whether the word you are looking for belongs somewhere between those words (that is, on that page) or whether it belongs on an earlier page or a later one.

If the guide words are harmony and harvest, will harpoon appear on that page? The first three letters are alike and the fourth letter "r" comes after "m" of harmony but before "v" of harvest...harmony...harpoon...harvest. Therefore, harpoon belongs somewhere between those two guide words, and it will be found on that page.

A. There are three lists below, each headed by a pair of guide words. Decide which words in each list would be found on the same page as the guide words. Make three columns on your paper, placing the guide words above them. Write the words from the list that would be found with them.

(words are listed on the next page-----)

corral - cottage

corner
correct
cotton
cork
corridor
cordial
corset
course
cote
countess

humorous - hurt

hurry
hurtle
huge
hunch
hut
hump
humid
hurl
hustle
hunter

stagger - stanch

stampede
stagnant
staff
stake
stand
stamp
stage
stammer
starch
stalwart

B. On your paper, copy only the numbers of the words. After each number write your decision about the place of the word. It it belongs on the page, make a check mark. If it belongs before the page, write "B"; if it belongs after the page, write "A":

thick - think

1. these
2. thistle
3. thicken
4. third
5. thine
6. thing
7. therefore
8. thimble

shape - shave

1. shanty
2. shatter
3. shawl
4. sharpen
5. shame
6. shark
7. sheath
8. shapely

C. In this exercise you are to locate the page on which each word in the first column may be found. The page numbers are shown alongside the guide words. Match each word in the first column with the appropriate guide words, and you will find the correct page. On your paper write the words and the number of the page on which each can be found.

	Page	Guide Words
campaign	130	calico - callow
captivate	131	calm - camel
calipers	132	cameo - campus
canyon	133	canal - candor
caloric	134	cane - canopy
cardinal	135	canteen - capability
cannon	136	capacious - capitulate
capillary	137	capitulation - carabao
carbonic	138	caracul - carcinoma
candidate	139	cardiac - carillon

ANSWERS

A.

corral - cottage	humorous - hurt	stagger - staunch
correct	hurry	stampede
corridor	hunch	stagnant
corset	hump	stake
cote	hurl	stamp
	hunter	stammer
		stalwart

B.

thick - think	shape - shave
1. b	1. b
2. a	2. /
3. /	3. a
4. a	4. /
5. /	5. b
6. /	6. /
7. b	7. a
8. /	8. /

C.

Word	Page
campaign	132
captivate	137
calipers	130
canyon	135
caloric	131
cardinal	138
cannon	134
capillary	136
carbonic	138
candidate	133

GROUPING

GROUPING BY: Informal Reading Inventory/Skills Scores

SUBJECT: American History

EDUCATOR: Bob Sealy

SCHOOL: Penns Valley Junior High School

Informal Reading Inventory Scores

Name	I Part of Book	II Use of Resources	III Use Charts Graphs	IV Note Voc.	V Note Main Ideas	Vi Comprehension
Possible Correct	+7	+5	+5	+5	+2	+5
Adrian	7	4	5	2	1	0
Faye	5	3	5	3	3	3
Michele	7	5	4	5	2	4
Sharon	6	3	4	2	1	1
Jackie	6	2	2	4	0	2
Mike	5	4	3	3	1	1
Carol	7	5	5	5	2	2
Vickie	6	2	2	2	1	2
Wendy H.	6	2	3	2	1	2
Marie	6	2	4	1	1	1
Deanne	7	5	5	5	2	5
Kathleen	7	5	5	5	2	4
William	7	5	5	5	2	5
Jeffrey	6	2	3	2	2	0
Cynthia	6	1	3	1	0	0
Robert	3	3	3	2	1	1
Roger	4	4	4	2	1	1
Tina	3	2	2	1	1	0
Martin	7	4	5	5	2	4
Donna	5	3	5	1	0	3
Thomas	7	5	4	5	2	4
Wendy	7	5	5	4	2	4
Cindy	6	2	3	3	1	1

GROUPING BY SKILLS

Parts Of Book

Faye
Sharon
Jackie
Mike
Vickie
Wendy H.
Marie
Jeffrey
Cynthia
Robert
Roger
Tina
Donna
Cindy

Use Of Resources

Adrian
Faye
Sharon
Jackie
Mike
Vickie
Wendy H.
Marie
Jaffery
Cynthia
Robert
Roger
Tina
Martin
Donna
Cindy

Use of Charts/Graphs

Michele
Sharon
Jackie
Mike
Vickie
Wendy H.
Marie
Jeffery
Cynthia
Robert
Roger
Tina
Thomas
Cindy

Vocabulary

Adrian
Faye
Sharon
Jackie
Mike
Vickie
Wendy H.
Marie
Jeffery
Cynthia
Robert
Roger
Tina
Donna
Wendy
Cindy

Main Ideas

Adrian
Faye
Sharon
Jackie
Mike
Vickie
Wendy H.
Marie
Cynthia
Robert
Roger
Tina
Donna
Cindy

Comprehension

Adrian
Faye
Michele
Sharon
Jackie
Mike
Carol
Vickie
Wendy H.
Marie
Kathleen
Jeffery
Cynthia
Robert
Roger
Tina
Martin
Donna
Thomas
Wendy
Cindy

3.87

STUDY SKILLS

EXERCISE: Following Directions

SUBJECT: Mathematics

GRADE LEVEL: 7th - 9th

EDUCATOR: David Perri

SCHOOL: Harrisburg Middle School

PREFACE

The following exercises are to be used with 9th and 7th graders, ALE students.

The lesson will be taught as follows:

1. Teacher motivation - talk on why students should know their grade standing and be able to figure it.
2. Teacher will read instructions.
3. Teacher will demonstrate how to find grade averages

EXERCISE

Find your grade by following these directions for this 9 weeks:

1. Remember for math, you had a total of fourteen blocks for each nine weeks.
2. Add all the grades you have received so far. Look on your check off sheet.
3. Don't forget, each homework was marked as one block and each test was marked as two blocks.
4. Divide the total you found for instruction #2 by fourteen. This answer is your grade so far, and what it would be on your report card if you would stop at this point.
5. Try these examples then find what your grade is so far.

A. Fourteen grades:

85%) Test
85%) '
75% H.W.
75%) Test
75%) '
84% H.W.
92% H.W.

95%) Test
95%) '
98% H.W.
87% H.W.
76%) Test
76%) '
78% H.W.

B. Fourteen grades:

95%) Test
95%) '
85% H.W.
96% H.W.
96% H.W.
93%) Test
93%) '

97% H.W.
92%) Test
92%) '
94%) Test
94%) '
90% H.W.
90% H.W.

Find your total average:

1. Add all the grades you have for your major subjects.
2. Your major subjects we will say are: Math, Language Arts, Reading, Social Studies, Science, and typing or Business. Of course it is also necessary that you pass your minor subjects.
3. Divide the total you had for instruction #1 by the total number of major subjects that you have.
4. Try these. Also find your total average.

(continued on next page——)

3.88

Social Studies	85%	95%	70%	89%	98%
Mathematics	83%	92%	85%	68%	80%
Science	75%	85%	72%	100%	74%
Language Arts	95%	96%	60%	100%	88%
Typing	84%	96%	73%	88%	94%
Reading	84%	94%	60%	89%	76%

ANSWERS

Answers will vary with each student.

Sections IV, V and VI contain longer segments of instructions which illustrate the integration of reading skill instruction with content area instruction.

Since these units of instruction are considerably longer than other model materials in this paper, only a few exemplary models are included.

The following model units and Learning Activity Packages are available from The Content Area Reading Project Office, The Pennsylvania State University:

Adult Education -- "Personal Checking Accounts"

English — "Frederick Douglas"

English -- "Fundamentals Of Writing"

Home Economics — "Interpersonal Relationships"

Mathematics — "Checks And Passbooks"

Music — "Playing The Recorder"

Science -- "Nature Of Matter"

LAP Adult Education -- "Personal Checking Accounts"

LAP English -- "The Newspaper"

Social Studies — "Ancient Civilizations

Contents Of This Section

Unit, "Portable Electrical Appliances".........
LAP, "Grooming"...............................
LAP, "Early Peoples Of Africa".................
Learning Center, "Poetry"......................

4.2

INSTRUCTIONAL UNIT

INSTRUCTIONAL UNIT "Portable Electrical Applicances"

SUBJECT: Home Economics

GRADE: 9th

EDUCATORS: Connie Martin and Margaret Campbell

SCHOOLS: Park Forest and Westerly Parkway Junior High Schools

TITLE: Portable Electrical Applicances

AUDIENCE TARGET: This unit is designed for students in Foods I, Grade 9.

TIME ALLOTMENT: Three to four weeks. Fifteen to eighteen, forty-five minute lessons.

INTRODUCTION: This unit has been designed to develop the skills necessary for the selection, proper use and care of small portable electrical applicances. Included in this unit are a variety of activities which develop reading skills and food preparation techniques suitable for specific appliances. This unit has been developed so that it can be used in its entirety or in small segments based on teacher and student needs. Students will be evaluated both as a group and individually. Grades will be based on written and oral assignments, tests and laboratory activities. An individual point scale for grading will be determined by individual instructors.

GENERAL GOAL: This unit will develop the skills necessary for the selection, proper use and care of small electrical appliances, using those reading and study skills necessary to absort this content.

OBJECTIVES:

1. Students will achieve a score of 80% on a safety test. (Cognitive)
2. After reading the use and care booklets of selected small appliances, students will note the main ideas. (Cognitive)
3. Students will be able to select quality electrical appliances for a specific food preparation assignment. (Cognitive)
4. During and following a class field trip, the students will successfully complete an appliance feature and cost comparison chart. (Cognitive)
5. Students will prepare foods from recipes specifically designed to utilize various pieces of small equipment. (Psychomotor)

6. Students will modify and prepare standard recipes to exhibit the creative use of a small portable electrical appliance. (Psychomotor and Appreciative)

DAY #1: Motivation for student learning will include (a) bulletin board and (b) display of appliances.

1. Students will be given an overview of the unit to provide structure and continuity.

   PORTABLE ELECTRICAL APPLIANCES COURSE OUTLINE**

2. Students will brainstorm a list of familiar small portable electrical appliances.

   BLACKBOARD

3. Students will achieve a score of 80% on a safety test.

   SAFETY TEST**

DAY #2:

1. After reviewing the safety test, students will evaluate their need for further study regarding the safe use of small portable electrical appliances.

   REVIEW THE TEST.
   ALLOW STUDENTS TO ARRANGE FOR RETEST IF NECESSARY

2. Using the worksheet "New Vocabulary - Portable Electrical Appliances", the students will acquaint themselves with the words and terms necessary for an understanding of this unit.

   NEW VOCABULARY - PORTABLE ELECTRICAL APPLIANCES**

DAY #3

1. Students will understand how listening is directly related to notetaking skills.

   NOTES ON LISTENING AND NOTE TAKING**

2. Using notetaking skills, the students will watch, listen and take notes concerning the main ideas and supporting details in the filmstrip "Convenience Cookery With Portable Electrical Appliances".

   NOTES FOR FILMSTRIP - "CONVENIENCE COOKERY WITH PORTABLE ELECTRICAL APPLIANCES"**

**Words underlined indicate material contained in the Appendix.

3. Students will write a summary paragraph to include the concepts presented in the filmstrip.

   SUMMARY PARAGRAPH WILL BE WRITTEN AT THE CONCLUSION OF THE NOTES ON THE FILMSTRIP.

DAYS #4 and #5: The teacher will allow appropriate time for each transparency.

1. Students will develop an understanding of what an appliance is supposed to do and how to operate properly for affective use.

   APPLIANCE TRANSPARENCIES

2. Using the prepared and accompanying booklets, students will label parts and features of each appliance.

   STUDENT BOOKLET**

3. Students will write a general statement as to the advantages and disadvantage of using portable appliances vs. large appliances (range) or for doing tasks manually.

   PROVIDE COMPOSITION PAPER

4. Students will list alternate uses for the portable appliances discussed in the class.

   CLASS DISCUSSION

DAY #6:

1. Students will view and evaluate the portable electrical appliances arranged in a learning center. According to the checklist criteria listed, students will evaluate three different appliances.

   YOUR CHECK LIST FOR SMALL APPLIANCES**

2. Using notetaking skills learned in Day #3, students will note the main ideas contained in the use and care booklet of at least five appliances.

   WORKSHEET - MAIN IDEAS OF USE AND CARE BOOKLETS**
   USE AND CARE BOOKLETS BY MANUFACTURERS

DAY #7

1. During and following a class field trip, the students will successfully complete an appliance feature and cost comparison chart.

   FIELD TRIP WORKSHEET**

DAY #8:

1. Using the information gathered during their field trip, students will prepare a 3-5 minute oral presentation concerning one electrical appliance. The report should include the following information:

   a. cost of the appliance at various stores.

   b. A description of the construction of the appliance.

   c. Expected and multiple uses.

   d. Suitability for table use.

   e. An explanation of any unique advantages or features.

   f. Safety features.

   g. Recommended care and cleaning.

   STUDENTS WILL WORK IN PAIRS

DAY #9:

1. Students will present information concerning their selected appliance in the form of an oral report.

2. Students will be evaluated by the following criteria:

   a. Organization of information.

   b. Accurate information.

   c. Avoidance of distracting mannerisms.

   d. Appropriate length.

   ORAL REPORTS

DAY #10:

1. Students will be required to complete the unit test based on the information contained in the previous lessons.

   UNIT TEST - PORTABLE ELECTRICAL APPLIANCES**

DAY #11:

1. Students will view a demonstration by the teacher of a food preparation, using one or several portable electrical appliances. The recipes and appliances will be determined by the individual teacher.

2. Students will have the opportunity to sample foods prepared.

TEACHER PREPARED DEMONSTRATION

BUFFET TASTING PARTY

DAY #12:

1. Students and teacher will review the unit examination by discussion.

2. Students will select a recipe and complete an appropriate planning sheet for the preparation of a basic food product using a portable electrical appliance. The recipe selected will depend upon the time, experience of the learner, ingredients and appliances available.

LABORATORY PLANNING SHEET - JOB ASSIGNMENT**

DAY #13:

1. Students will properly prepare, store and refrigerate food items planned for on the previous day.

2. Students will demonstrate the proper use and care of selected portable electrical appliances.

DAY #14:

1. Students will evaluate food prepared the previous day. These will be presented buffet style. Evaluation will be recorded in the appropriate location on the planning sheet.

DAY #15:

1. Students will select a recipe and complete the appropriate planning sheet for the preparation of a creative food product that uses a portable electrical appliance. The recipe selected will depend upon the time, experience of the learner, ingredients and appliances available.

LABORATORY PLANNING SHEET

DAY #16:

1. Students will properly prepare, store and refrigerate food items planned for on the previous day.
2. Students will demonstrate the proper use and care of selected portable electrical appliances.

DAY #17:

1. Students will evaluate food prepared the previous day. These will be presented buffet style. Evaluation will be recorded in the appropriate location on the planning sheet.

DAY #18:

1. Students will review and evaluate the material presented in the Portable Electrical Appliance Unit. The method of presentation will depend upon individual teacher style.

APPENDIX

4.9

DAY #1

PORTABLE ELECTRICAL APPLIANCES

Course Outline

I. Introduction to Unit
    A. Safety Test
    B. Large variety of appliances

II. New Vocabulary

III. Filmstrip - "Convenience Cookery With Portable Electrical Appliances

IV. Special Features Of Selected Portable Appliances
    A. Teacher presentation
    B. Student worksheet
    C. Understanding of Use and Care Booklats

V. Field Trip
    A. Discount store
    B. Department store
    C. Catalog sales

VI. Class Presentation
    A. 3-5 minute oral report
    B. Results of field trip comparisons

VII. Studdent Evaluation - Test

VIII. Teacher Demonstration
    A. Proper use and care of selected appliances
    B. Food preparation

IX. Student Food Preparation
    A. Basic food preparation
    B. Creativity in food preparation

X. Conclusion And Evaluation Of Unit

DAY #1

GREATER USE IDEAS FOR PORTABLE ELECTRICAL APPLIANCES

Blender:

Making quick breads, cakes, cookies
Making marmalades, jams, conserves, relishes, etc.
Making soups
Making salad dressing, mayonnaise
Raw fruit and vegetable cocktails
Beverages - milk shakes, egg nogs, snows and ices
Icings
Chopping nuts
Chopping parsley
Making powdered sugar from granulated sugar
Making sauces
Making bread, cracker and cookie crumbs
Bread crumbs for stuffing
Potato pancakes
Whipping cream
Meats to pulp for canape spreads
Mashing potatoes
Shaving ice
Making baby foods

Coffeemaker:

Automatic: plugging into timer clock for ready-made coffee in the morning.
Percolator: making cocoa (put dry ingredients, mixed with enough water to make a thick paste, in basket. Perk on "mild" setting for deliciously foamy cocoa.)
Instant, percolator or bottom of vacuum-type coffeemakers:
Boiling water for tea, instant coffee, postum, hot chocolate broth from bouillon cubes, gelatin
Hard or soft cooked eggs
Heating baby foods in cans; consomme
Heating baby bottle
Taking along on trips or to summer cabin

Deep Fat Fryer:

Deep fat frying fish, fowl, fritters and croquettes
Casserole for all types of casserole dishes, stews, less tender meats
Saucepan for cooking vegetables, cereals, fruits, soup, spaghetti
Steamer for cooking puddings and custards
Pop corn popper
Keep-warm utensil for buffet or patio meals
Blanching vegetables for freezing
Long, slow cooking - baked beans, spaghetti sauce
Making fudge, Seven-minute icing
Bun warmer
Defrosting frozen foods quickly

Grill:

Pan boiling - meats to broil
Frying - eggs, meats, potatoes, corn meal mush, French toast, pancakes, etc.
Toasting - bread, sandwiches, buns
Grilling sandwiches
Keep-warm appliance

Mixer:

Mixing batter - cakes, quick breads, cookies, cream puffs
Mashing potatoes, cooked squash, pumpkin
Beating fudge and other candies; icings
Desserts - ice cream, prune whip, puddings, sherberts, mousses, marlowes
Making pie crust

Orange juicer attachment: juicing oranges, lemons, grapefruit
Grinder attachment: grinding meats - cooked or uncooked, vegetables, nuts, dried fruits; chopping vegetables

Pressure Cooker:

Browning, braising, stewing, steaming
Baking cup custards
Cooking cereals, macaroni, spaghetti, noodles, rice
Use as a saucepan without pressure:
    Deep fat frying
    Popping corn
    Steaming puddings, brown bread, fruit cake

Roaster:

Complete meals
Baking, stewing, roasting, braising
Quantity cooking for church suppers, picnics, backyard meals for a crowd -- will serve 50 persons with foods such as scrambled eggs, baked beans, spaghetti, chili, stew
Quantity of coffee - 50 cups
Water bath for canning tomatoes, fruit
Making jams and preserves in quantity
Frying out lard
Insert pan can be used as a dishpan (in a pinch)
Steaming vegetables - large quantity or 3 separate vegetables

Griddle attachment: pan broiling meats; frying eggs, meats, potatoes, corn meal mush, French toast, pancakes, etc.; toasting bread, sandwiches, and buns
Broiler attachment: Broiling meats cut to size; heating fruits, vegetables, etc., while meat is pan broiling; making toast

Rotisserie:

Barbecuing - meat and fowl
Broiling - meats, fruit, vegetables, snacks and hor d'oeuvres

Saucepan:

Cooking vegetables - fresh or frozen
Cooking stews, pot roasts, one-dish meals, desserts, soups, rice, cereals, etc.
Popping corn
Heating rolls
Keeping foods warm

Skillet:

Frying, pan-broiling, braising, grilling
Popping corn
Cooking cereals for breakfast
Keeping foods warm
Defrosting frozen vegetables
Heating rolls
Baking potatoes, apples, upside down cake, cup custards
Long, slow cooking - spaghetti sauce, baked beans
Crisping crackers, cereals, potato chips, etc.
Making salted and glazed nuts

Toaster:

Melba toast
Cold biscuits and muffins cut in half and toasted
Heating frozen waffles (for best results, turn control know to "light" setting and put through twice)
Toasting slices of Angle food cake and pound cake

Waffle Baker:

Waffle brownies, dessert waffles, bread toasted for croutons

DAY #1

SAFETY TEST

It is important to use safe work habits in the kitchen units, especially when using electrical appliances. Therefore, you must obtain a score of at least 80% on this safety test before food preparation with small appliances can be done. You should make arrangements with the teacher for a retest if necessary.

Read all questions carefully and place all of your answers directly on the test paper.

Part I: True or False -- If the statement is true place the word true in the space provided. If the statement if false place the word false in the space provided.

__________ 1. Check appliances periodically to see if they are in good repair.

__________ 2. Dry hands before plugging appliances into outlets and when using electrical equipment.

__________ 3. All electrical appliances can be submersed.

__________ 4. Avoid stretching appliance cords over the range surface units.

__________ 5. If fuses continue to blow, insert a penny to allow the use of more electricity.

__________ 6. If your home does not have fuses, more than likely it will have circuit breakers.

__________ 7. Wattage refers to the amount of electricity needed to operate an appliance.

__________ 8. A person should not try to lift a piece of toast out of the toaster with a fork.

__________ 9. The UL seal means that the electrical appliance has met strict requirements outlined by the United States Government.

__________ 10. When removing an electrical cord from a wall outlet, put the plug rather than the cord.

Part II: Multiple Choice -- Place the correct letter or letters in the space provided.

__________ 1. When cooking food in deep fat, if the fat should catch fire, one should:
   a. smother it at once with a dish towel or pot holder
   b. smother it at once with a metal cover or lots of salt or baking soda
   c. smother it at once with water
   d. remove it from burner quickly
   e. none of these

__________ 2. If you plug in too many small appliances on one outlet,
   a. a circuit will be overloaded
   b. a fuse may burn out
   c. a fire may start inside the wall
   d. the appliance cord may burn out
   e. all of these

__________ 3. Small electrical appliances are great conveniences if one remembers to
   a. connect them to light sockets
   b. use very long electric cords
   c. turn off the switch before disconnecting cord from the outlet
   d. put the cord under the rug out of sight

__________ 4. When an electric mixer is operating, food should be stirred with a
   a. metal spoon
   b. fork
   c. spatula
   d. rubber scraper
   e. all of these

__________ 5. The safe way to use electrical appliances is to
   a. always make sure hands and floor are dry
   b. be sure major appliances are grounded
   c. check insulation on wires for worn places
   d. plug appliances directly into wall outlets
   e. all of these

Part III: Definitions -- Define the following words in complete sentences.

1. Puree

2. Deep fry

3. Simmer

4. Whip

5. Teflon

DAY #2

NEW VOCABULARY - PORTABLE ELECTRICAL APPLIANCES

Part I: Definitions and Syllabification — The first part of this worksheet consists of two assignments.

A. Using the dictionary provided, write the definition for each of the words listed below. Select the definition which best suits the unit we are now studying.

B. Divide each word into the correct number of syllables

EXAMPLE: Electrical - heated, moved, or operated by electricity (source of energy) elec - tri - cal

1. Immerse
2. Fuse
3. Watts
4. Portable
5. Convenience
6. Functional
7. Volts
8. Catalog
9. Warranty
10. Guarantee

Part II: Use each of your new vocabulary words correctly in a sentence. You are expected to spell all of the words correctly. If you are not sure - LOOK IN THE DICTIONARY.

1. Immerse
2. Fuse
3. Watts
4. Portable
5. Convenience
6. Functional
7. Volts
8. Catalog
9. Warranty
10. Guarantee

DAY #3

LISTENING AND NOTE-TAKING SKILLS

Did you know that you can think four times as fast as the average teacher can speak?

When you begin to train yourself to be a good listener, the speed with which you think causes problems - something like trying to drive a car without brakes. Only through discipline and unswerving concentration can you hold your mind on the track of the speaker. Below are some suggestions to help you.

A. Prepare to listen. Have pencil and paper ready to take notes.

B. React to what is being said. Question silently the accuracy or importance of what is being taught.

C. Listen, then write. Be concise.

D. Use an organized format. Example:

1.
    a.
    b.
2.
    a.
    b.

E. Re-read and edit your notes. Fill in supporting detail under the main ideas.

F. Write a summary paragraph in your own words.

G. Establish important points. There are several ways to recognize these important points:

1. Tone of voice
2. Mannerisms
3. Items put on board
4. Items emphasized by repetition
5. Any questions, for example, "You should be thoroughly familiar with....."

DAY #3

LISTENING AND NOTE-TAKING

1. The world is full of sounds. Some we cannot avoid hearing, even if we try.

    a. rush of traffic
    b. pounding of machinery
    c. some sounds we screen out to insulate selves

2. Other sounds we have to listen carefully to hear.

    a. hum of insects
    b. movement of the wind
    we strive to hear some sounds if we take pleasure in them

3. In between are the sounds we are going to listen to in class. They are the sounds you need to hear to make your life more meaningful.

    a. we listen to get information
    b. we listen for enjoyment

4. Prejudice or nonlistening occurs when you close your ears because the teacher flunked your best friend.

DAY #3

NOTING THE MAIN IDEA AND SUPPORTING DETAILS FOR THE FILMSTRIP "CONVENIENCE COOKERY WITH PORTABLE ELECTRICAL APPLIANCES"

This filmstrip was made in conjunction with an Exposition - World's Columbian Exposition (400th anniversary of the discovery of America - 1893)

Fill in the necessary information as you view the filmstrip.

Part I - Background Information

Main Idea -

Supporting Details

Part II - Use of Appliances

Main Idea -

Supporting Details

Part III - Recipes

Main Idea -

Supporting Details

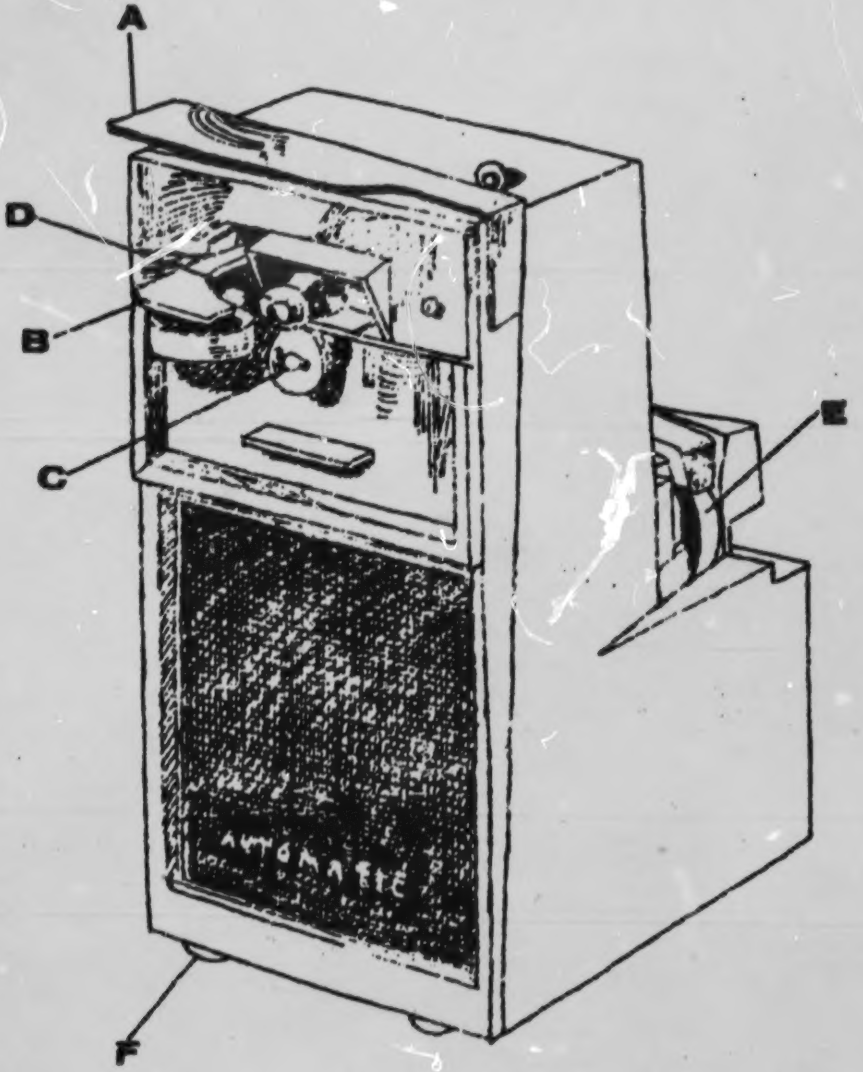
Write a summary paragraph concerning the information presented in the filmstrip. Use the space below and the back of this paper if necessary.

DAY #4

STUDENT BOOKLET

Name______________________

Section______________________


A
D
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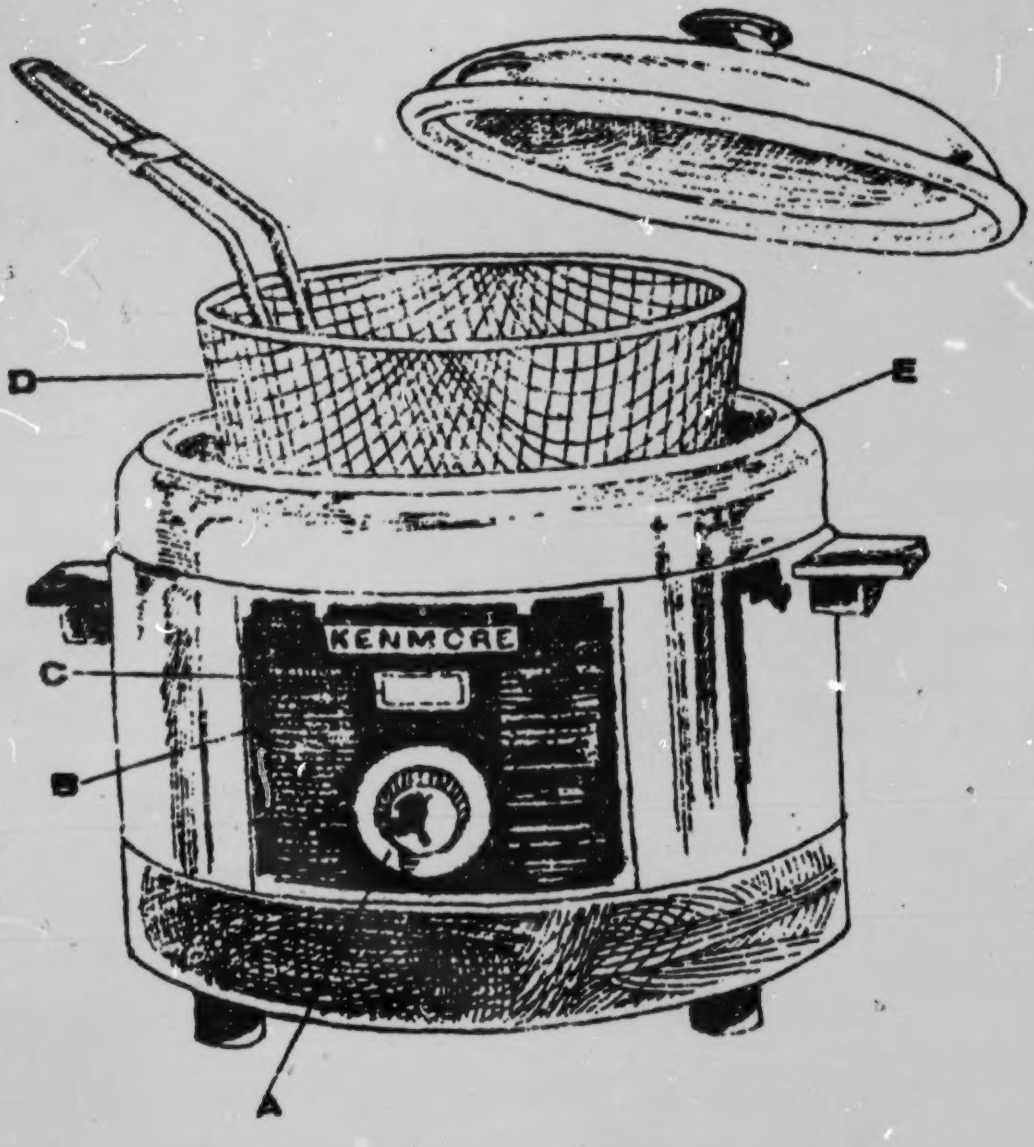
C
E
F
AUTOMATIC

CAN OPENERS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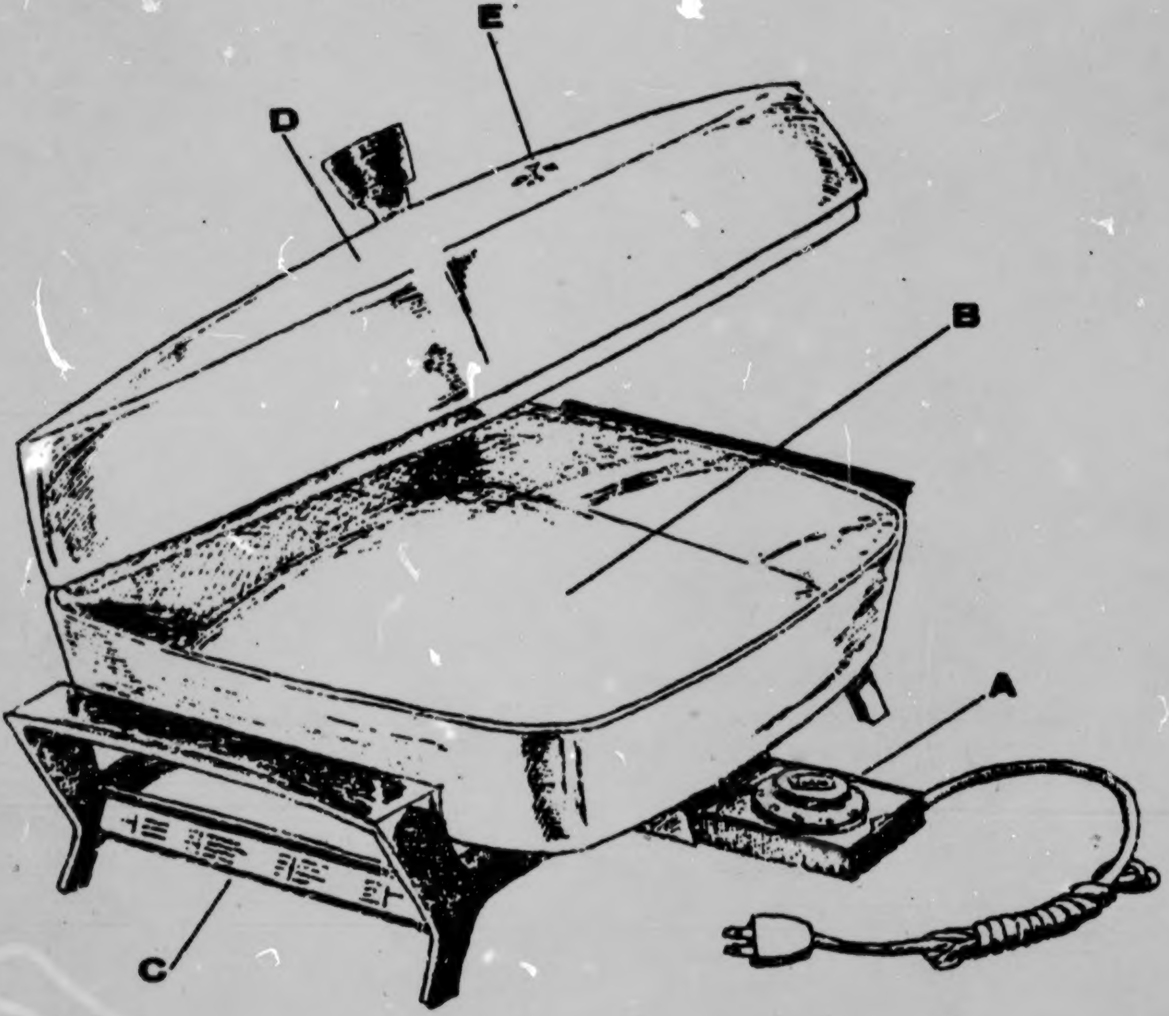
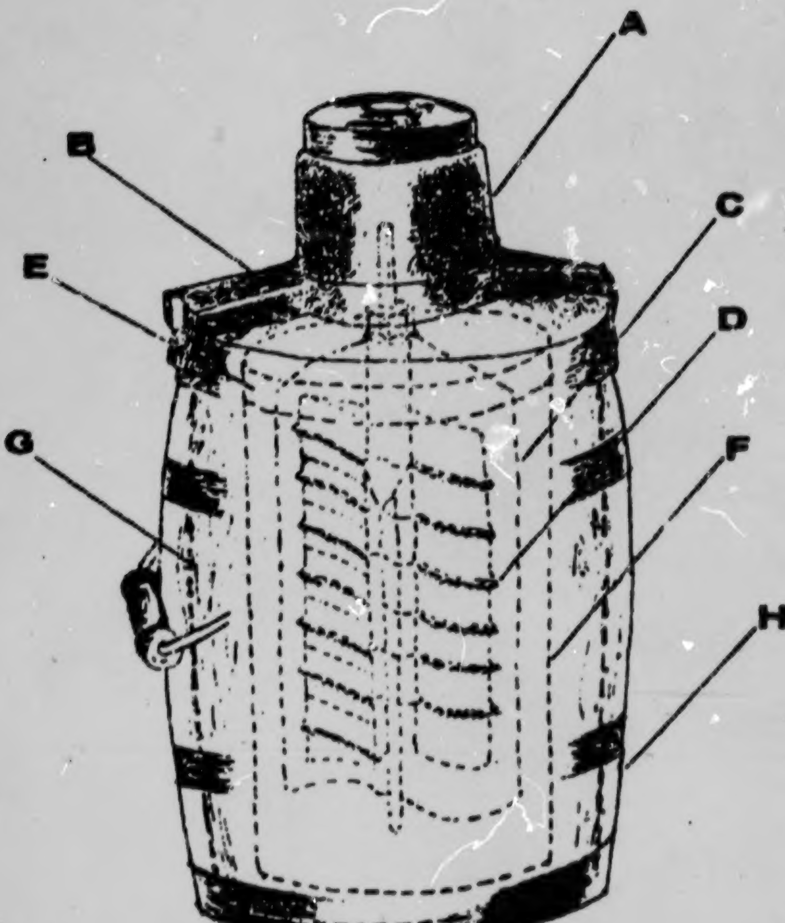
B
A

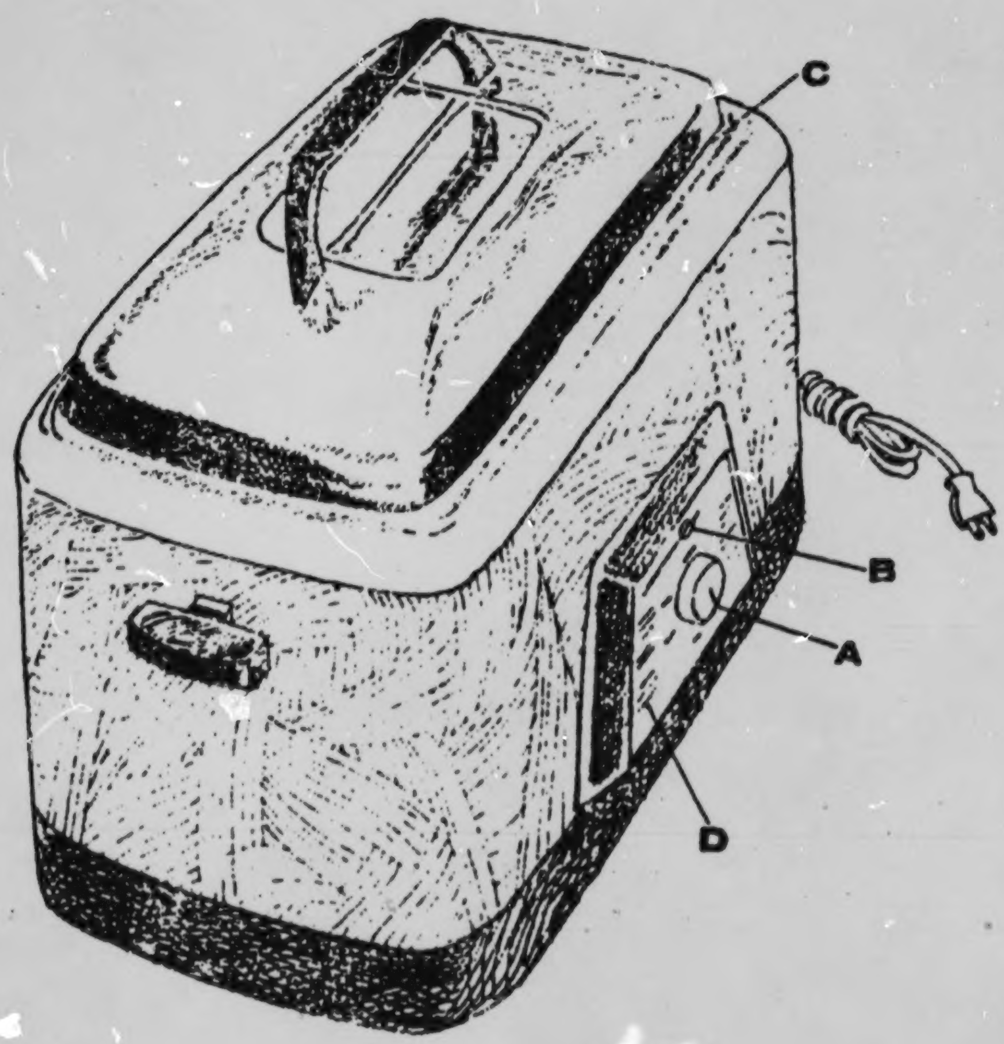
COOKER-FRYERS



FRY PANS



ICE CREAM FREEZERS



ROASTER-OVENS

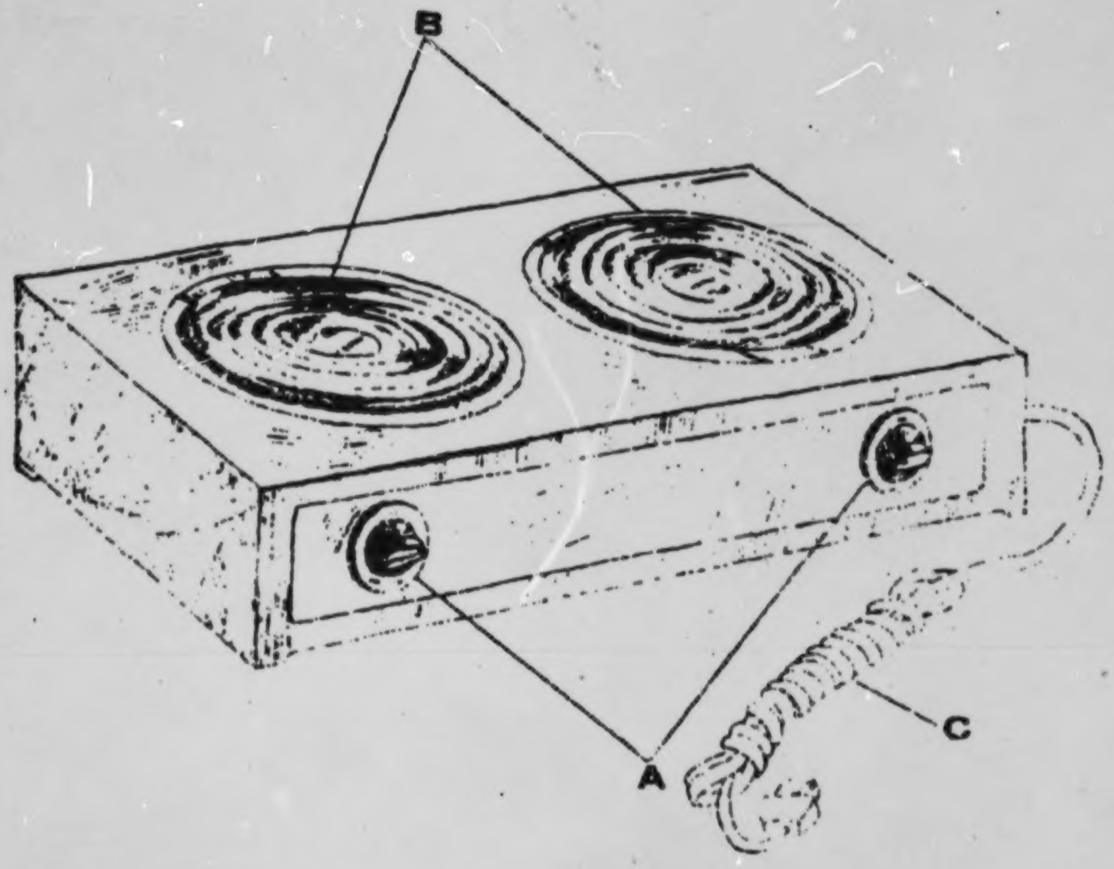
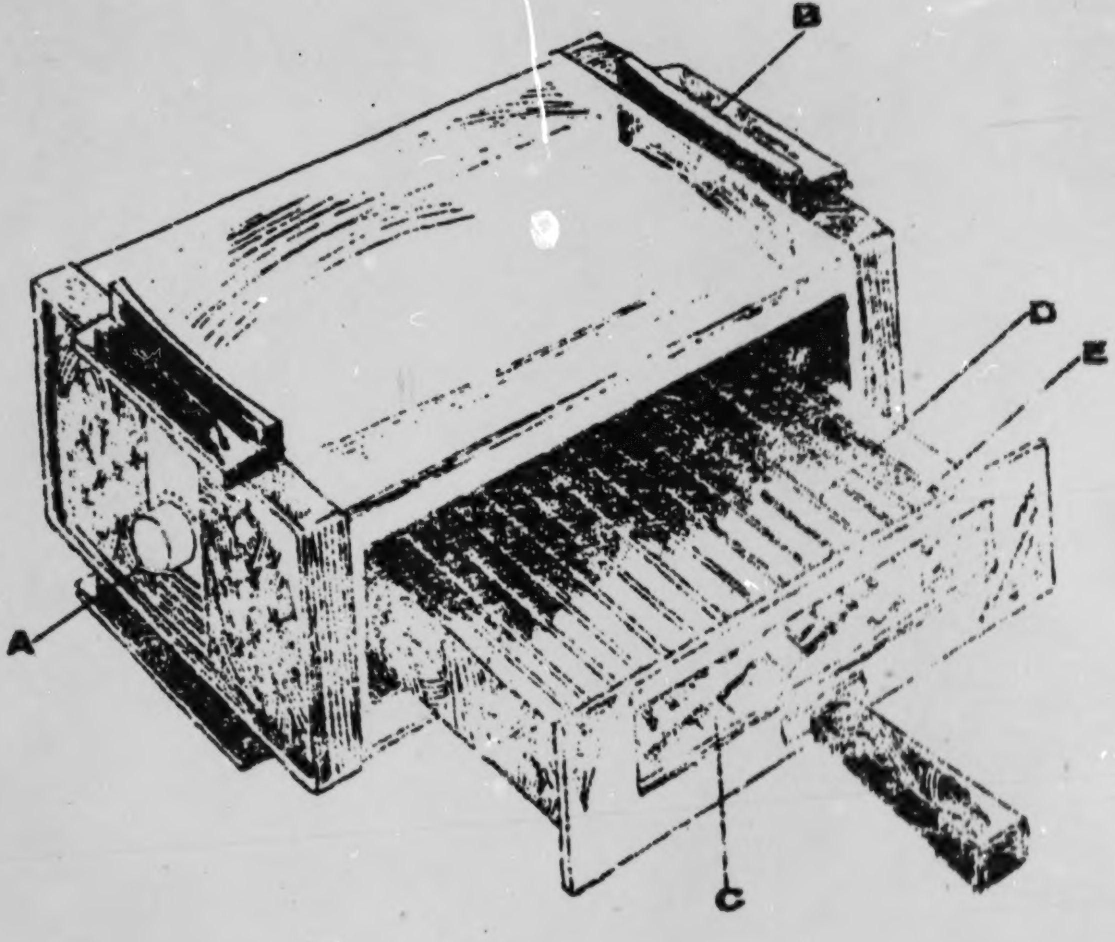
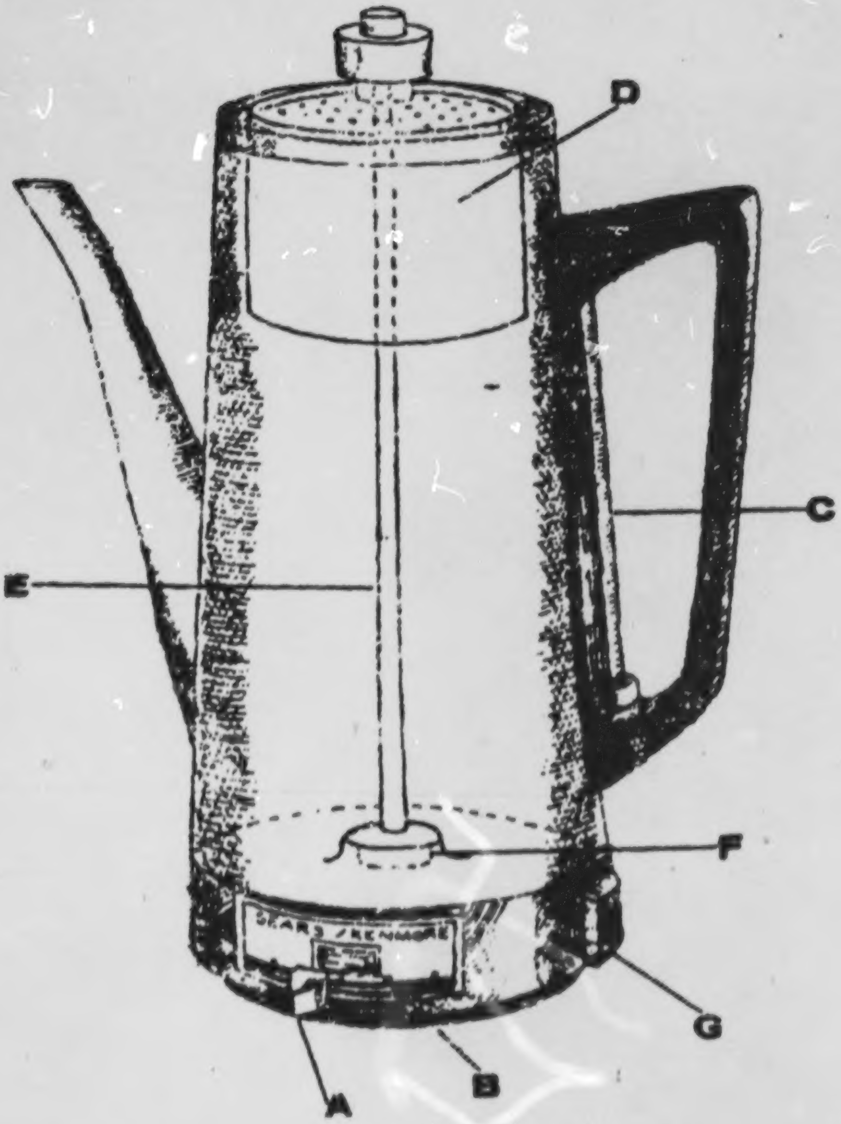


TABLE RANGES



BROILERS


D
C
E
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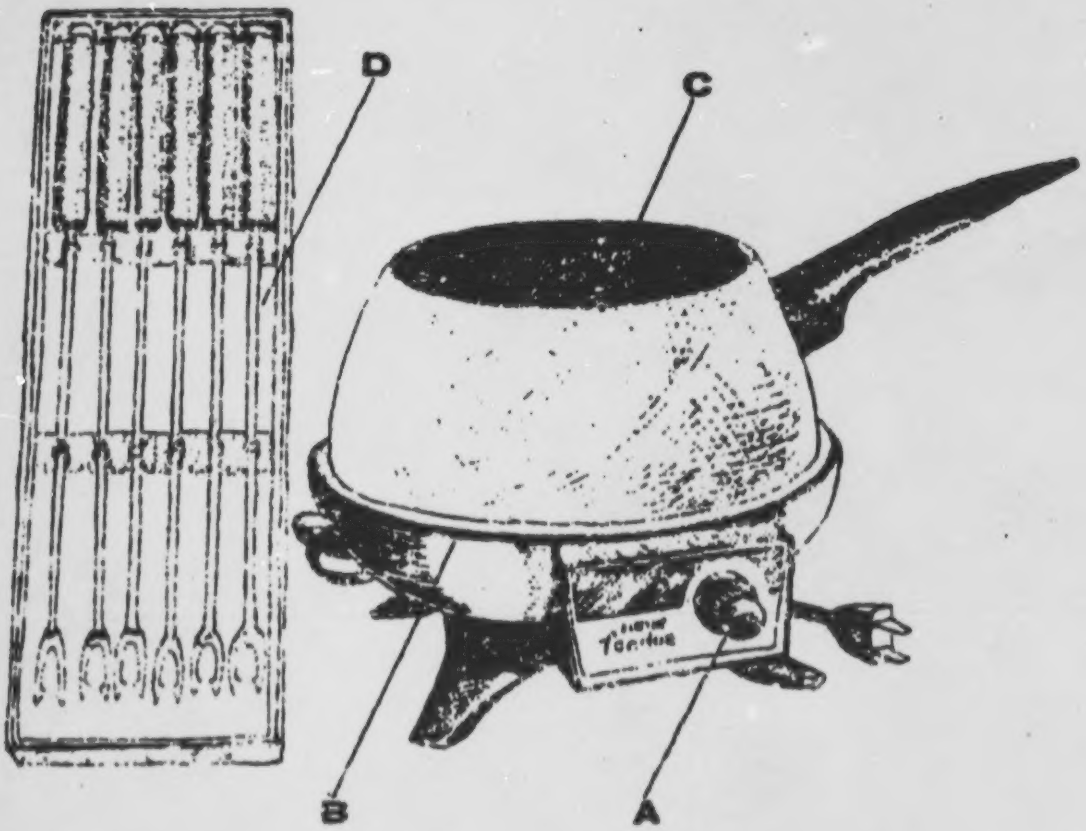
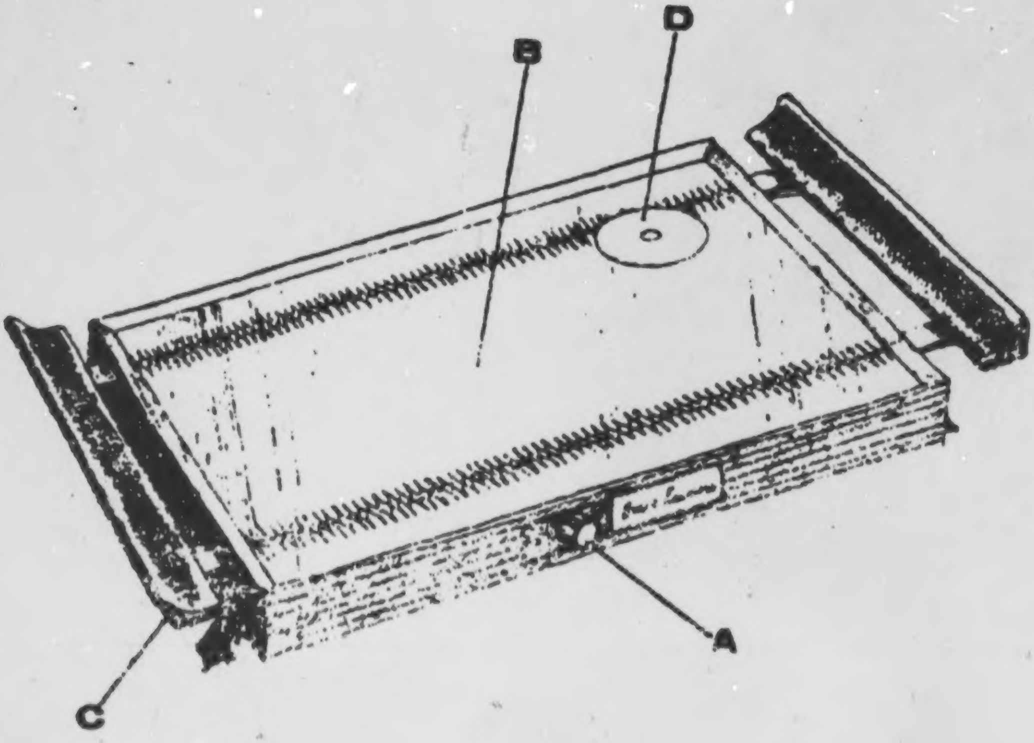
SEARS / KENMORE
G
B
A

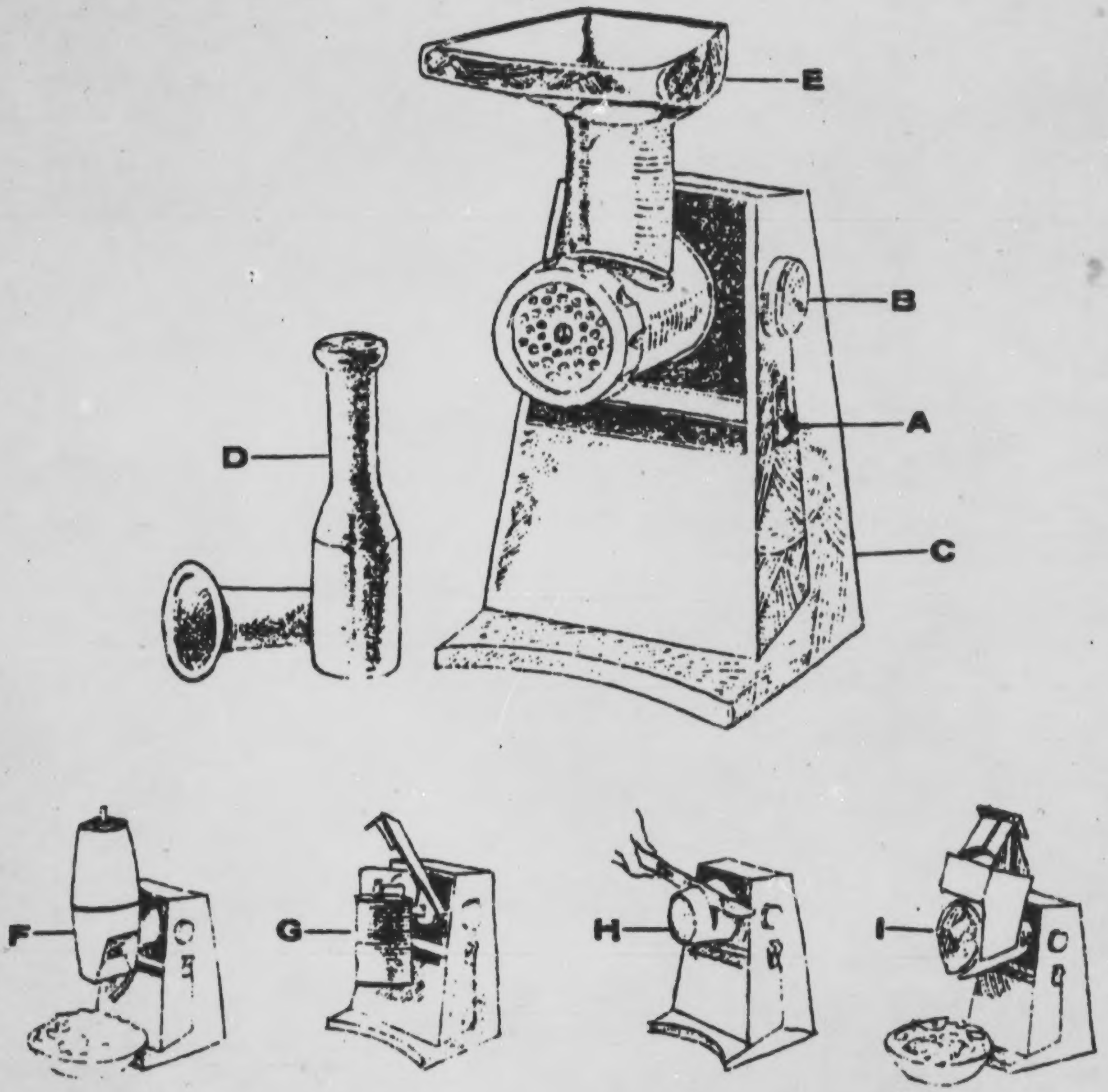
COFFEE MAKERS


D
C
Fondue
B
A

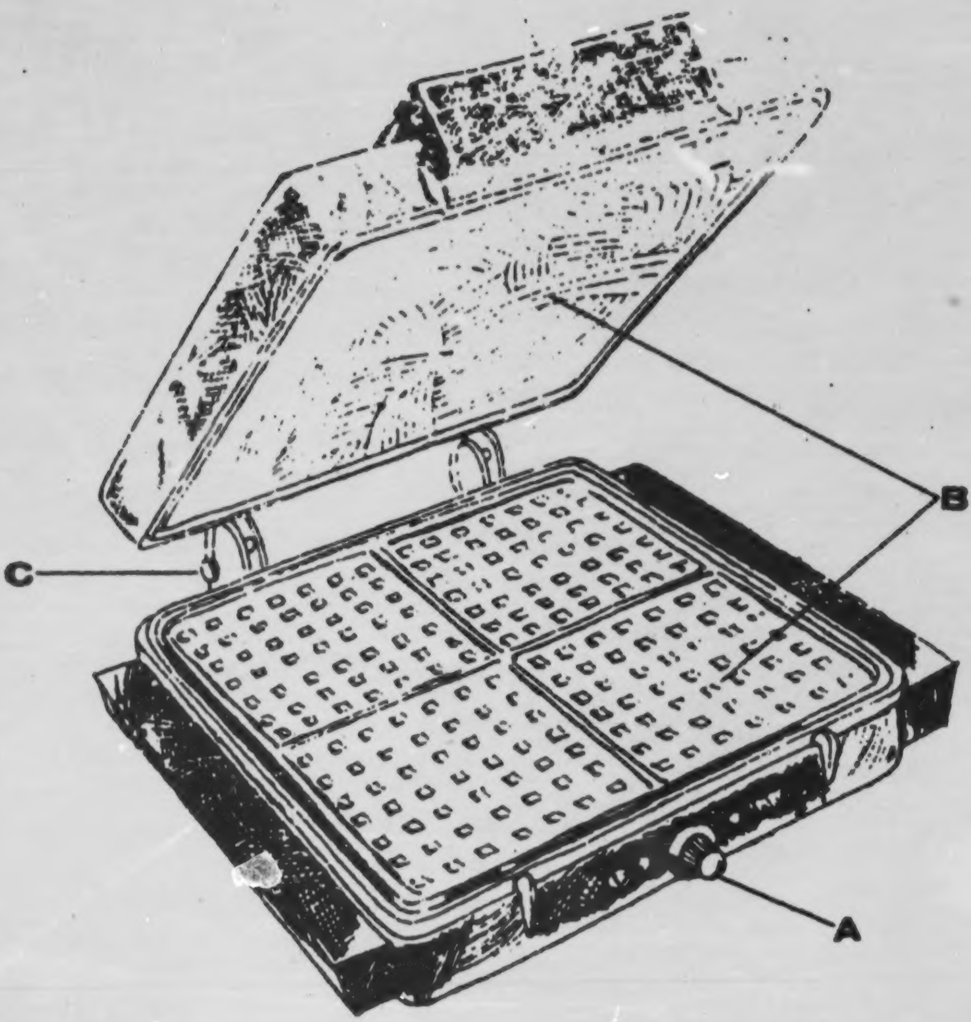
FONDUE POTS



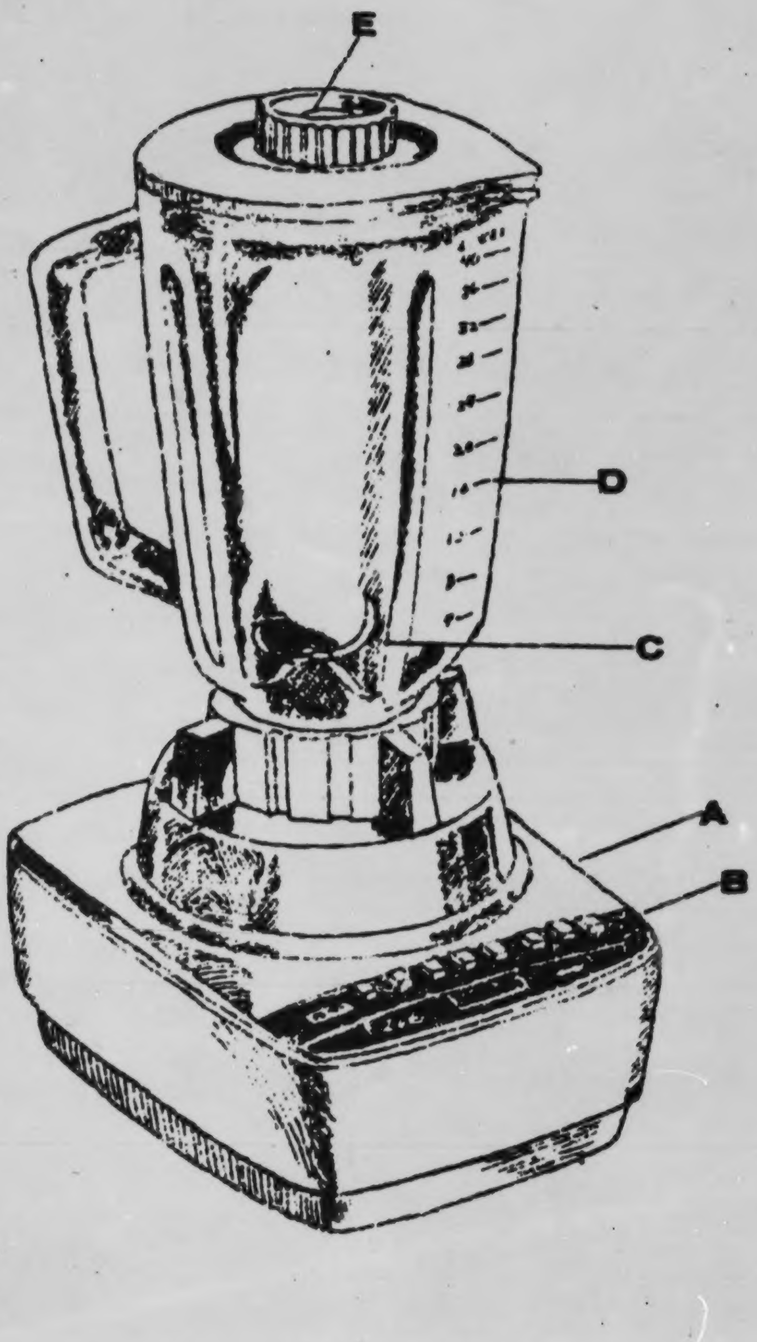
HOT TRAYS



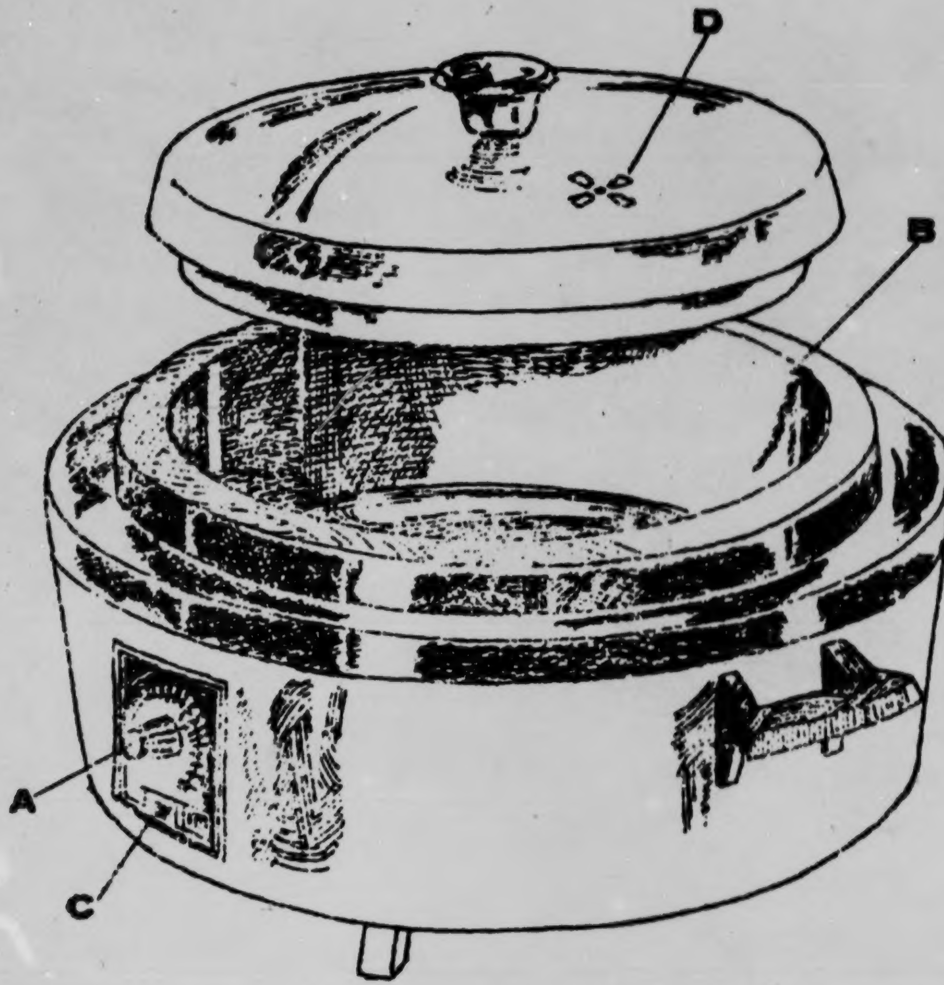
MULTI-APPLIANCE CENTERS



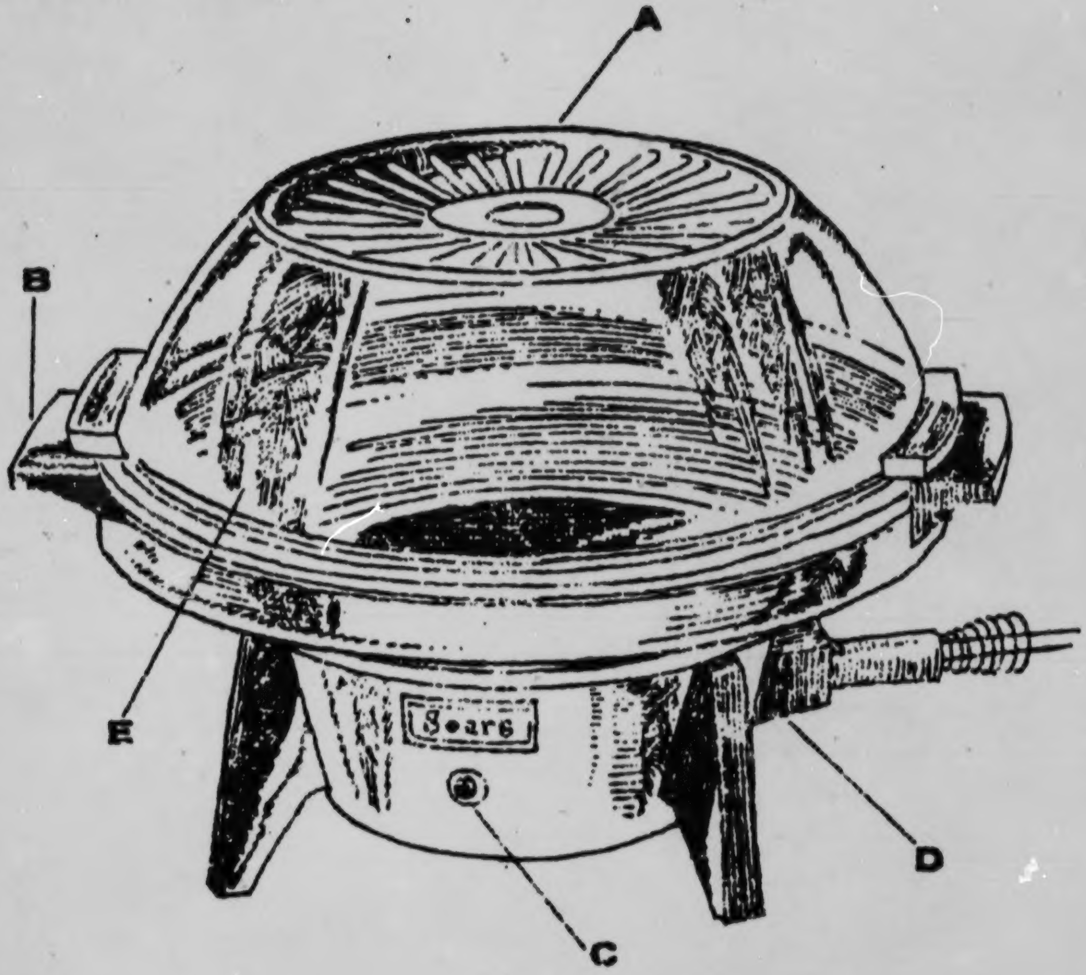
WAFFLE BAKER/GRILLS



BLENDERS



CASSEROLES


A
B
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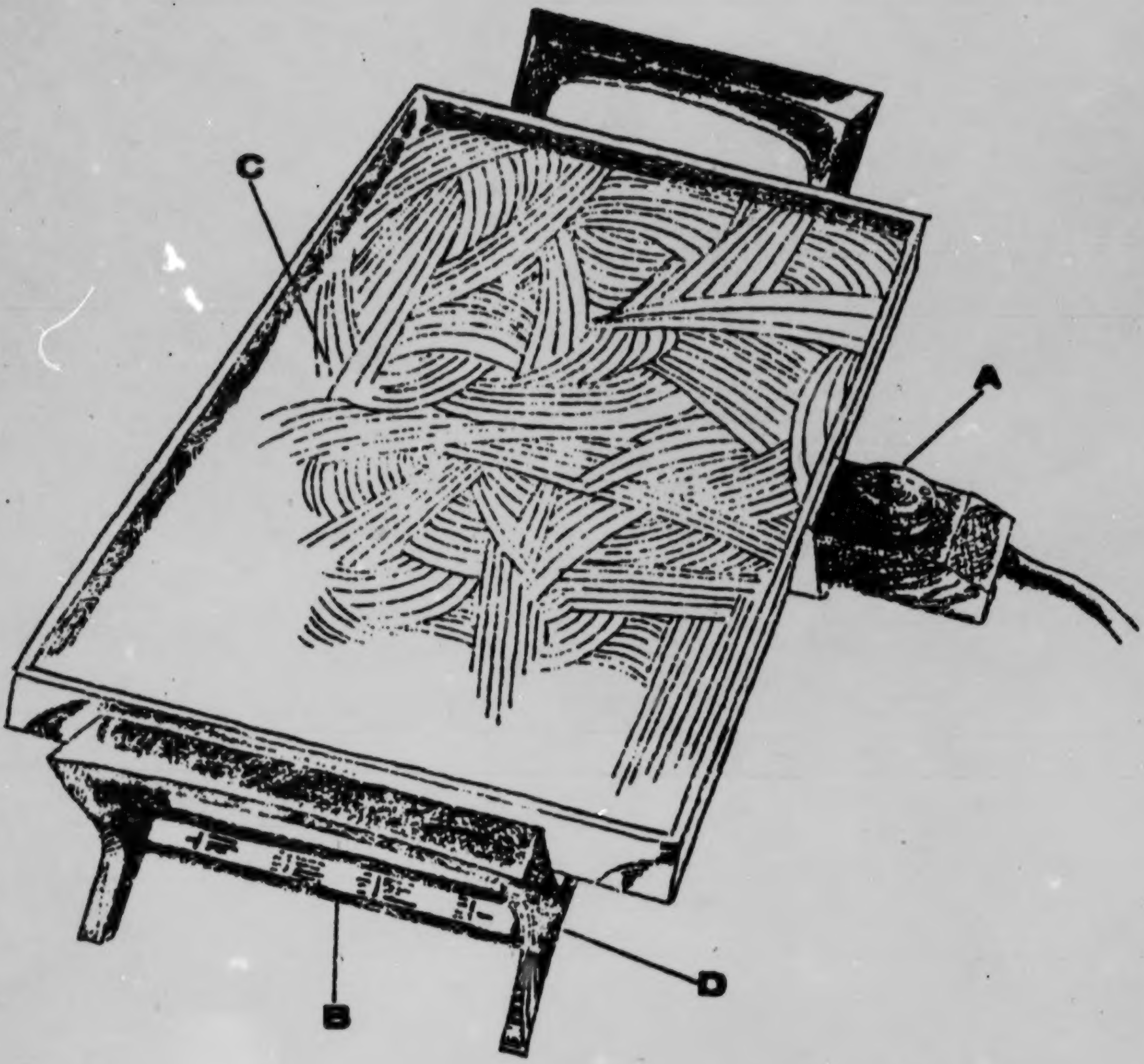
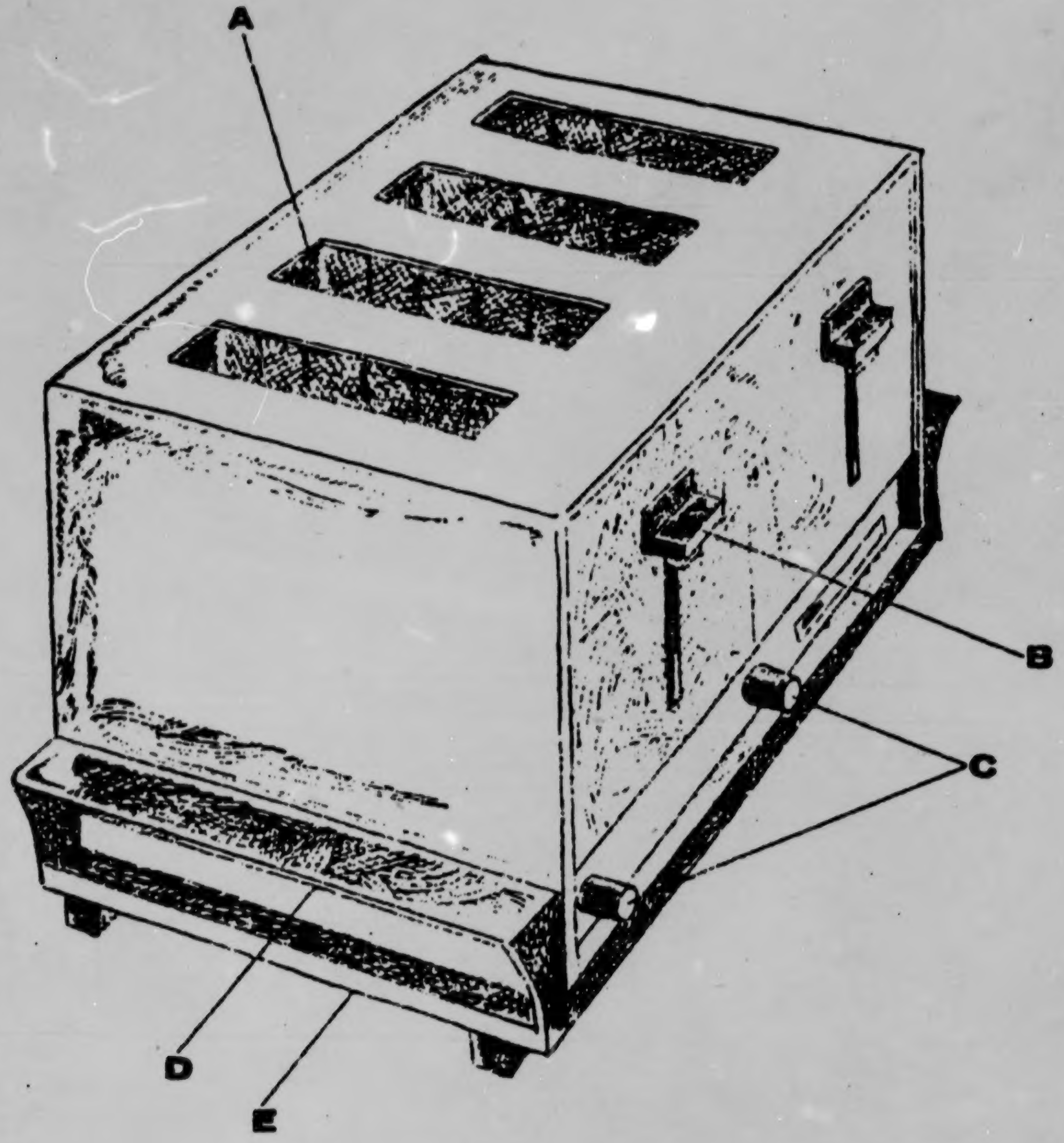
Sears
C
D

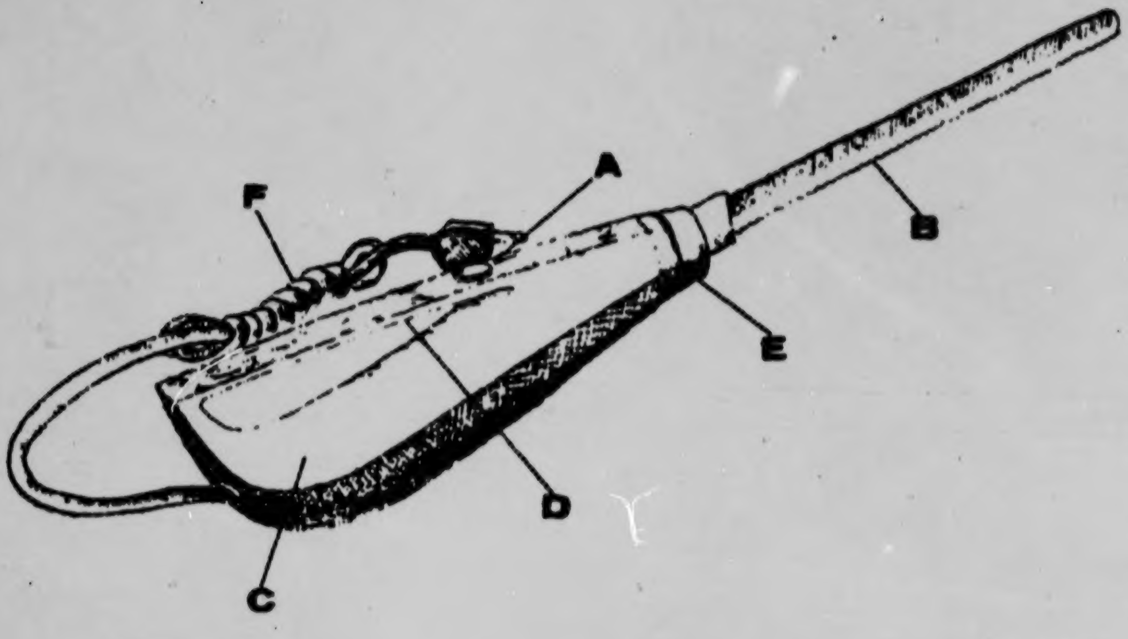
CORN POPPERS



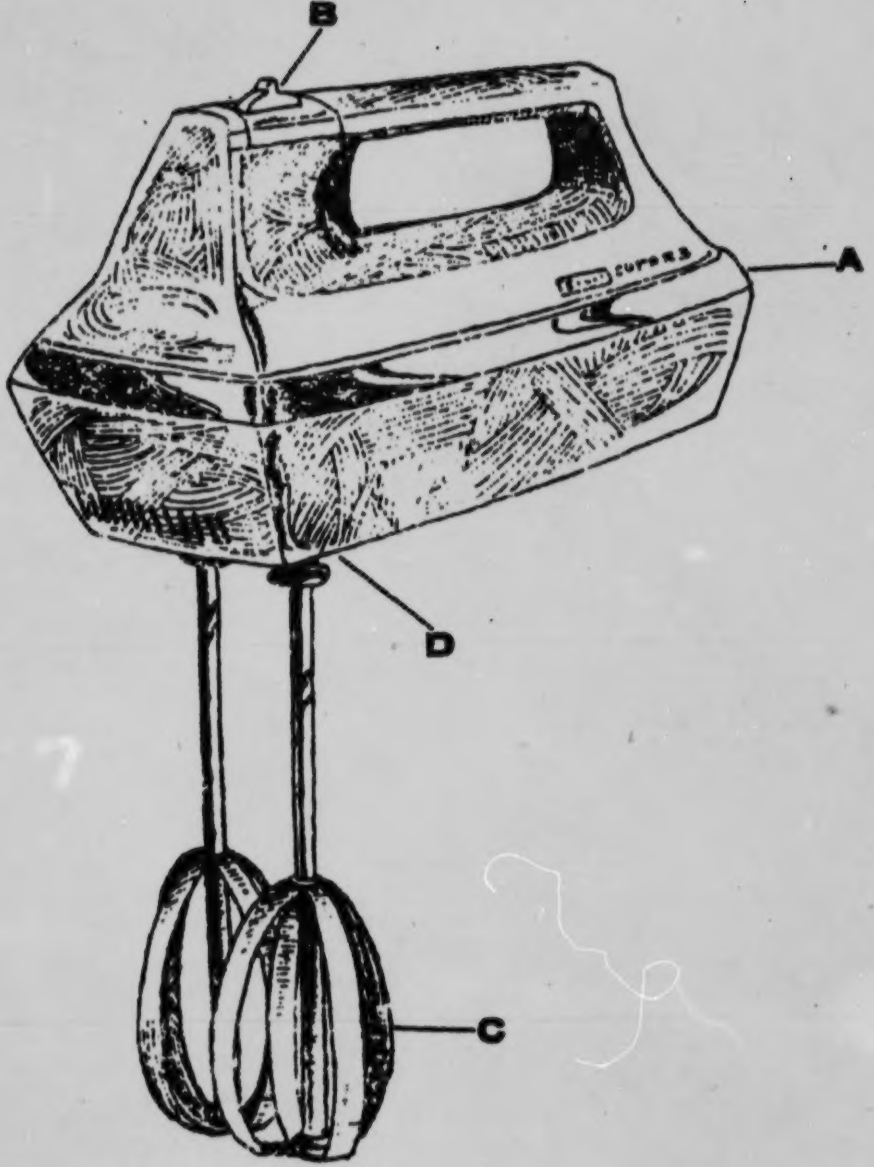
GRIDDLES



TOASTERS



SLICING KNIVES



MIXERS

Your Check List for Small Appliances

The check lists below include the main points you should consider when making a purchase. To do so wisely, assign a numerical value, running, perhaps, from 1 to 10, to each applicable point depending on what is most important to you—and then make your choice with confidence.

HEAT-PRODUCING (Cooking) APPLIANCES

Fry pans, saucepans, Dutch oven, deep-fat fryer, chafing dish, coffee maker, waffle-grill, teakettle, pressure saucepan, toaster, roaster-oven, griddle, food warmer, bottle warmer, hot-dog cooker, egg cooker, etc. Be sure you have adequate wiring for appliances using high wattages—up to 1650 watts. The manufacturer's plate on the appliance will state wattage.

APPLIANCE ____________________

- Appliance easily carried, mobile ☐
- Can be used for more than one purpose ☐
- Automatic control for
  - Temperature ☐
  - Time ☐
  - Pressure (pressure saucepan) ☐
- Saves time ☐
- Gives uniform results ☐
- Increases cooking capacity of kitchen ☐
- Adds cooking units economically ☐
- Comes in size suitable to family need ☐
- Performs unique function (as waffle baker) ☐
- Cool handles and thermostat controls ☐
- Pan designed for easy washing ☐
  - Pan submersible up to thermostat ☐
  - Pan completely submersible (probe control) ☐
- Easy to assemble and disassemble ☐
- Exterior finish in white, color, metal ☐
- Suitable for kitchen-to-table use ☐

NAME ____________________ 4.38

MOTOR-DRIVEN APPLIANCES

APPLIANCE ____________________

Mixers (standard and portable), blenders, beverage mixers, fruit juicer, coffee grinder, ice crusher, food grinder and/or slicer, can opener, knife sharpener, kitchen exhaust fan.

- Mobile, portable ☐
- Motor replaces human energy for
  - Beating ☐
  - Stirring ☐
  - Cutting ☐
  - Shredding ☐
  - Crushing ☐
  - Grinding ☐
  - Air motion ☐
- Saves time ☐
- Performs unique function ☐
- Performs many functions ☐
- Has unique advantage or feature ☐
- Beautiful appearance ☐
- One motor powers many attachments ☐

MOTOR-HEAT APPLIANCES

APPLIANCE ____________________

Rotisserie—the motor turns the spit or skewer and the electric unit(s) provides heat for cooking.

- Separate controls for motor and electric units ☐
- Multi-use
  - Broil ☐
  - Grill ☐
  - "Rotiss" and barbecue ☐
  - Bake ☐
- Portable ☐
- Easily assembled and disassembled ☐
- Easily cleaned ☐
- Handsome appearance ☐
- Excellent cooking job ☐

DAY #6

Name________________________

Section______________________

MAIN IDEAS OF USE AND CARE BOOKLETS

1. Name of Appliance______________________________
    a.
    b.
    c.
    d.
    e.
2. Name of Appliance______________________________
    a.
    b.
    c.
    d.
    e.
3. Name of Appliance______________________________
    a.
    b.
    c.
    d.
    e.
4. Name of Appliance______________________________
    a.
    b.
    c.
    d.
    e.
5. Name of Appliance______________________________
    a.
    b.
    c.
    d.
    e.

Extra Credit-----You may list two other appliances.

..AM ______________________

4.39

SECTION ____________

FIELD TRIP WORKSHEET - You will participate in a class field trip. When you visit three different stores, please be careful to accumulate as much information as possible so that you do not waste time. Your assignment is to fill in the following chart with information about two (2) different appliances. When you return to school, you will have time to prepare an oral presentation for the class about one (1) appliance.

APPLIANCE #1 ________________

	Discount Store	Department Store	Catalog Sales
A. Brand name			
B. Cost			
C. Description of the appliance construction.			
D. Would this be easy to clean? (Yes - No Why or Why not?)			
E. Can you examine the appliance? (Yes - No Why or Why not?)			
F. Will the store service the appliance? (Yes - No) What is the store's policy?			
G. Does this appliance have more than one use? Describe			
H. In which store would you purchase this appliance? Why?			

Special Comments:

DAY #7

APPLIANCE #2 ____________________

	Discount Store	Department Store	Catalog Sales
A. Brand name			
B. Cost			
C. Description of the appliance construction.			
D. Would this be easy to clean? (Yes - No Why or Why not?)			
E. Can you examine the appliance? (Yes - No Why or Why not?)			
F. Will the store service the appliance? (Yes - no) What is the store's policy?			
G. Does this appliance have more than one use? Describe.			
H. In which store would you purchase this appliance? Why?			

Special Comments:

DAY #10

Name________________

Section______________

UNIT TEST - PORTABLE ELECTRIC APPLICANCES

Part I: Vocabulary—Define the following words according to their use in this unit. Use complete sentences. (15 points)

1. Immerse
2. Fuse
3. Watts
4. Volts
5. Warranty

Part II: Multiple Choice—Circle the answer that you think is correct. Choose only one answer. (10 points)

1. Given one hour of cooking time, which appliance uses the least energy?
    a. oven
    b. top of the counter broiler
    c. broiler

2. Which appliance uses most wattage?
    a. popcorn popper
    b. toaster
    c. waffle iron

3. Which gives the most light with least energy consumption?
    a. a 100 watt bulb
    b. a 40 watt flourescent bulb
    c. two 60 watt incandescent bulbs

4. If your home is inadequately wired,
    a. multiple "octopus" connections and long extension cords exist
    b. lights flicker and dim when appliances are turned on
    c. fuses blow or circuit breakers trip too frequently
    d. all of the above

5. An ampre is,
    a. 1,000 watts
    b. a unit of measure of the force behind the transmitted electrical current
    c. a unit measure of the rate of flow of transmitted electrical current

6. Your best guide for appliance use and upkeep is
    a. a standard cookbook
    b. the manufacturers use and care booklet
    c. the electrical company in your area

7. Buy only portable appliances that meet standards for safety. Your assurance that these conditions have been met is the symbol from
    a. Underwriters' Laboratories
    b. General Electric
    c. The U.S. government Department of Commerce

8. When an electric mixer is operating, food should be stirred with a
    a. metal spoon
    b. fork
    c. rubber scraper

9. The advantage of having a detachable heat control on a portable appliance is
    a. the heating unit is water sealed
    b. that the appliance is completely immersible
    c. that the temperature remains constant
    d. all of the above

10. Connect appliances properly
    a. if cord is detachable first connect it to the appliance
    b. if cord is detachable first connect it to the outlet then to the appliance
    c. both of the above are correct

Part III: Choose the correct word or words from the list below to fill in each blank space. Wrrite the word(s) directly in the blank space provided. Use each word only once. (30 points)

Warranty coverage
Cost
Manufacturer
Duplicates
Pleasure
attractive
occasions
directions
storage

appliance
care
asset
important
safety
often
care
company
space
read

instructions
kitchen
portable appliances
booklet
followed
replacement
quicker
dining
servicing

Many new __________ 1 __________ 2, for everyday use and for special __________ 3, are introduced on the market each year. These electrical appliances make cooking __________ 4, easier, and a __________ 5. Portable appliances are no longer just used in the __________ 6. Many of them are so __________ 7 they can be used in the __________ 8 area along with your best dishes.

The __________ 9 furnishes a __________ 10 of __________ 11 which instructs on the __________ 12 and use of the appliance, its __________ 13, and its __________ 14 requirement. Before using any

new appliance, its ____________________ that these ____________________ be
15 16
____________________ and then ____________________ exactly.
17 18

Always purchase an appliance made by a well-known ____________________; to be sure
19
it has a good ____________________ ____________________ (usually one year from
20 21
date of purchase) and that the ____________________ parts and the ____________________
22 23
will be available locally when needed.

When selecting a small ____________________ consider the ____________________;
24 25
whether it will be used ____________________; how many uses it has, the available
26
storage ____________________; the ____________________ it will need; and whether it
27 28
____________________ equipment you have. Portable appliances can be an
29
____________________ in your home.
30

4.45
DAYS #12 & #15

JOB ASSIGNMENT

Names:

1.
2.
3.
4.
5.

Section No.

Kitchen No.

Proparation Date:

Learning Unit:

MENU	PLACE SETTING

WORK PROCEDURE Time Plan Individual Duties	MARKET ORDER
	AMOUNT ITEM

UTENSILS NEEDED:

DIRECTIONS:

EVALUATION:

Teacher	A	B	C	D	E	Student	A	B	C	D	E
Planning	90	80	70	60	50	Planning	90	80	70	60	50
Preparation	90	80	70	60	50	Preparation	90	80	70	60	50
Product	90	80	70	60	50	Product	90	80	70	60	50
Clean-up	90	80	70	60	50	Clean-up	90	80	70	60	50
2nd Clean-up	90	80	70	60	50	2nd Clean-up	90	80	70	60	50

Comments:

Comments:

LEARNING ACTIVITIES PACKAGE

L.A.P.: Grooming

SUBJECT: Home Economics

GRADE LEVEL: 9th

EDUCATOR: Elaine Rathfon

SCHOOL: Westerly Parkway Junior High School

Self-image is a blending of body, mind and spirit. If a person feels confident about how s/he looks on the outside, s/he will strengthen his/her self-image and project a better image. Facial features and the color of the skin, hair and eyes are all controlled by inheritance. However, a person's appearance is controlled through acquired habits of health and grooming. This packet will help to inform about grooming habits and products concerned with the care of hair, skin, nails and teeth.

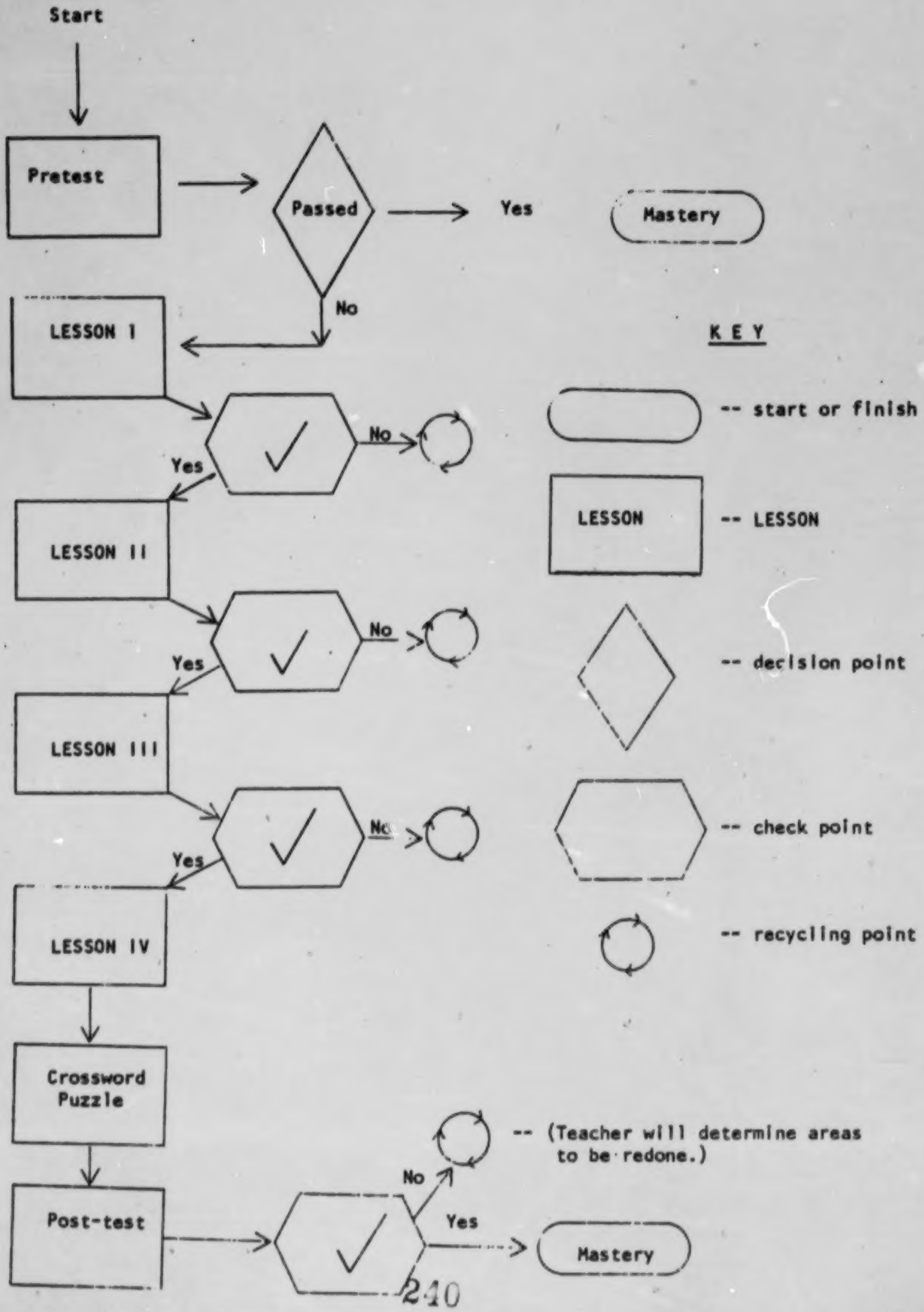
OBJECTIVES

MAJOR TASK: After completing this LAP, the student will be able to identify personal care procedures and products which can be used for good grooming.

SUB-TASKS: The student will become familiar with vocabulary used to study good grooming skills.

The student will be provided with some decision-making information regarding personal care procedures and products.

Flowchart


Start
Pretest
Passed
Yes
Mastery
No
LESSON I
No
Yes
LESSON II
No
Yes
LESSON III
No
Yes
LESSON IV
Crossword Puzzle
Post-test
No
-- (Teacher will determine areas to be redone.)
Yes
Mastery
K E Y
-- start or finish
LESSON
-- LESSON
-- decision point
-- check point
-- recycling point

PRETEST

Write the answers to these questions on a separate sheet of paper. Check your answers with key provided by the teacher. Consult with the teacher about the results of your pretest.

1. What is the difference between pores and glands?

2. What are the two types of skin glands?

3. A product used to stop body odors by reducing the normal flow of perspiration is a (an) ______________________.

4. A doctor who specializes in the care and treatment of skin is a (an) ______________________.

5. What is flossing?

6. Brittle or split nails are usually the result of poor ______________.

7. What is a follicle?

8. Give an example of an antibacterial soap.

9. What is the treatment for split ends on hair?

10. Describe three different facial shapes.

Pretest Key

1. pores--tiny ducts in skin
   glands--separates elements from blood and secretes them
2. oil glands
   sweat glands
3. antiperspirant
4. dermatologist
5. dislodging particles in teeth by using dental floss between teeth.
6. nutrition
7. a small sac at the root of any strand of hair
8. Safeguard
9. trim
   cream rinse
   low setting on dryer
10. oval
    round
    square
    long
    heart-shaped

DIRECTIONS

Write your answers on a separate piece of paper. Be sure you have the number of the lesson, your name and the numbers of the questions on each sheet of paper.

You may use this checklist to keep a record of your progress.

Lesson	Completed		Questions or activities which need to be redone
	Date	Teacher's initial	
1			
2			
3			
4			
Puzzle			
Post-test			

Lesson 1

Care of the Skin

Read pages 70-72 in "Teen Guide to Homemaking"
Read pages 255-256 in "Living, Learning and Caring"
Read pages 15 and 16 or "Personal Care"

Write the answers to the following questions and complete the suggested activity:

1. What is the difference between pores and glands? What are the two types of glands?

2. What causes acne? What minimizes it?

3. What is the name of the type of doctor one should see if acne is severe?

4. What is the difference between a deodorant and an antiperspirant?

5. What factors should be considered when selecting a deodorant or antiperspirant?

6. Monitor newspaper, radio and TV ads for the next week. Chart the number and type of ads for soaps or deodorants. Which ads were seen or heard most often? What message did each communicate? Which ad did you like the best? Why?

Before you go to lesson two, check your answers with the teacher.

Lesson 2

Care of the Hair

Read pages 17-20 in "Personal Care"
Read pages 69-70 in "Teen Guide"
Read pages 256-257 in "Living, Learning and Caring"

Write the answers to the following questions and do suggested activities.

1. What factors affect how often a person should shampoo their hair?
2. How and when should brushes and combs be cleaned?
3. What are three special hair problems? What two things can be done in each case to help solve these problems?
4. Clip several pictures of men and women from magazines.--Staple to each one a paper telling whether you think the hair style is attractive, fashionable and convenient.
5. Make a transparency by drawing various face shapes on acetate. On separate sheets draw different hair styles. Try the hair styles on the different face shapes. Decide which are the most and which are the least becoming.

Check your answers and activities with the teacher before proceeding to lesson three.

Lesson 3

Care of Teeth

Read pages 21 and 22 in "Personal Care"
Read pages 259-260 in "Living, Learning, and Caring"
Read pages 268-269 in "Teen Guide"
View "Shopping with Skill"

Answer the following questions and do the activities.

1. List the steps for brushing teeth correctly.

2. What purpose does flossing have? Using the floss provided by the teacher, demonstrate flossing to a student in the class.

3. List some products used for the care of teeth and breath. Why do you think people choose a certain toothpaste? Would you ask a dentist to recommend a toothpaste? Why?

Check your work with the teacher before you proceed to lesson four.

Lesson 4

Care of Hands and Nails

Read page 23 in "Personal Care"
Read pages 73-74 in "Teen Guide"
Read page 253-254 in "Living, Learning, and Caring"

Answer the following questions and do the activities.

1. How often should manicuring be done?
   List the steps.
   Using the steps provided by the teacher, practice doing a manicure.
2. List some products for the care of the hands and nails.
3. Why should hands be washed before meals?
   before working with food?
   after elimination?

Check your answers and work with the teacher before doing the crossword puzzle and post-test.

(Given to student by teacher)

Write the answers on a separate sheet of paper. Check answers with teacher.

Post-test

1. A product used to reduce body odors while allowing perspiration to flow normally is a (an) ____________________.
2. In daily care of the teeth, it is the _______________ that is vital in cleaning them.
3. Pimples and blackheads are caused by ________________which has not been removed from the openings in the glands.
4. Where are oil glands most active?
5. What is the result if split ends on hair are not trimmed frequently?
6. Just about any hair style looks good on a person with a (an) _________ face.
7. Why should one wash his/her hands before working with food?
8. What use does the cuticle serve on a fingernail?
9. In what shape should fingernails be filed to maintain strength?
10. How often should one manicure nails?

Post-test Key

1. deodorant
2. brushing
3. oil
4. forehead, along side of nose, crevice of chin
5. bigger split ends result
6. oval
7. to prevent bacterial contamination
8. keeps nails healthy and prevents bacteria from entering the nail area
9. bluntly
10. once a week

Reading Levels of Materials Used

Proctor and Gamble, "Personal Care", Cincinnatti, Ohio; Proctor and Gamble, 1975; Fry Graph--eighth grade level:155 syllables, 7 sentences per 100 words.

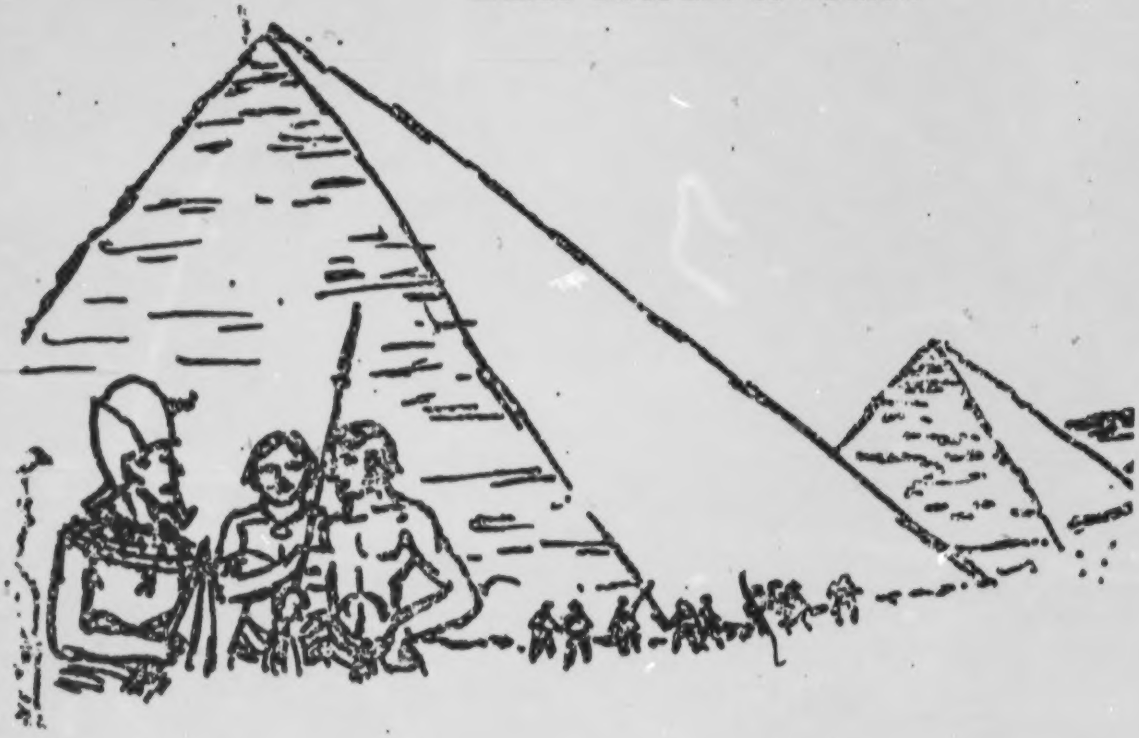
Barclay, Marion and Champion, Frances. Teen Guide to Homemaking, New York; McGraw Hill, 1972; Fry Graph--seventh grade level:149 syllables and 7.6 sentences per hundred words.

Dunn, Martha and Peeler, M. Yvonne. Living, Learning and Caring. Lexington, Mass.; Ginn and Co., 1976; Fry Graph--fifth grade level, 132 syllables and 8.6 syllables per hundred words.

Proctor and Gamble, "Shopping with Skill" filmstrip.

LEARNING ACTIVITY PACKET

EARLY PEOPLES OF AFRICA



CIVILIZATION IN THE NILE VALLEY -- THE ANCIENT EGYPTIANS

Student's Full Name ____________________________

Section ________

Content Area Social Studies

Instructor Mr. Harry B. Dissinger, Jr.

LAP on Early People of Africa -- THE ANCIENT EGYPTIANS

This is a Learning Activity Package (LAP). It was written to help you learn about the Egyptian Civilization.

You will study the history of the people who lived in the Nile River Valley. You will also see how geography influenced the way in which these people lived.

The Study Guide (Objective 4) will help you in your reading about the different roles that the Egyptians played in history. The Egyptians produced great -- inventors, farmers, writers, builders, embalmers (undertakers), teachers, scientists, and rulers.

You will learn by doing!

By making a model of the Great Pyramid you will learn how the Egyptians did it.

By constructing a Time Line you will learn the important events that helped to shape the history of ancient Egypt.

You will have the opportunity to do a little creative writing.

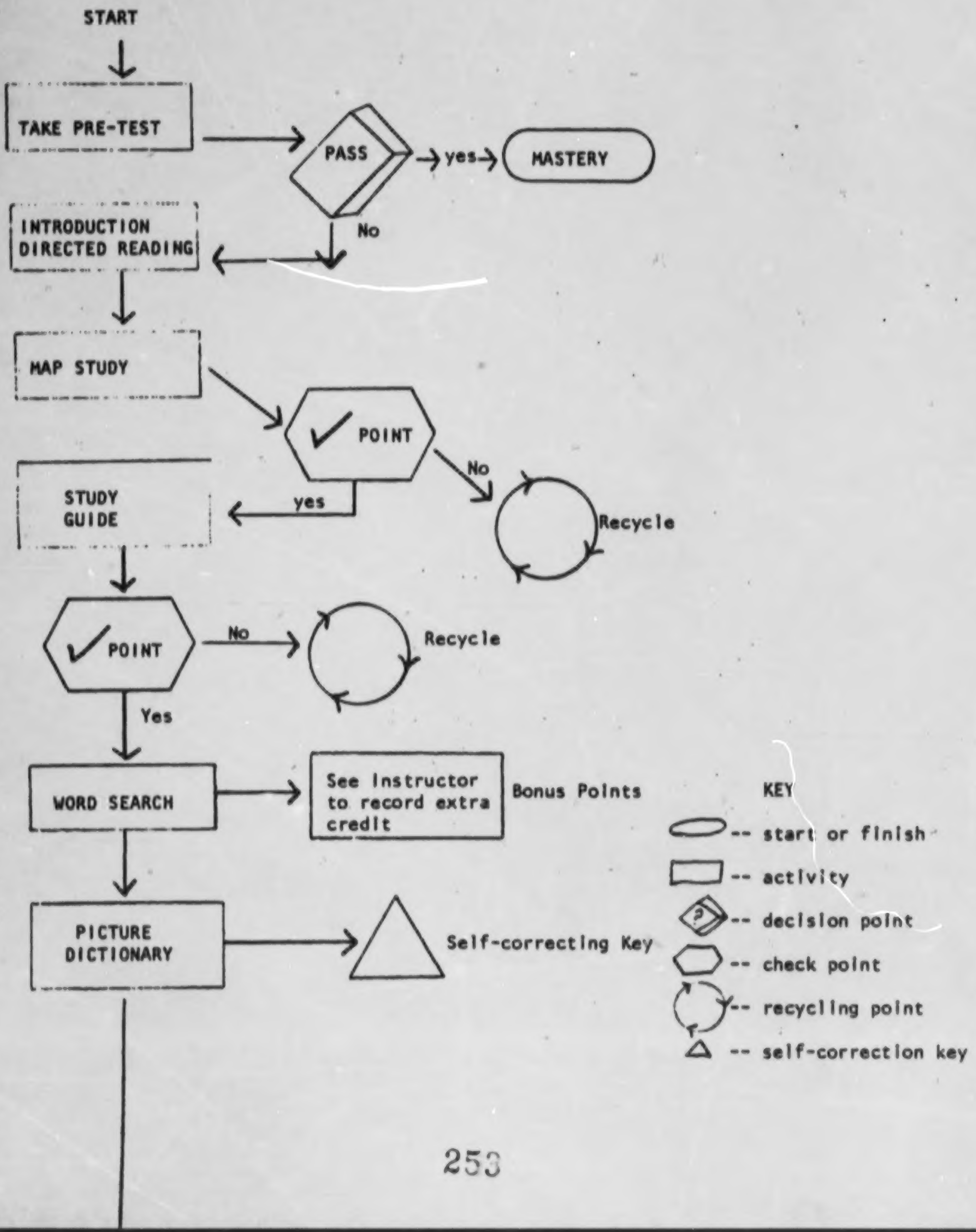
By making a Dictionary complete with illustrations you will build your word power.

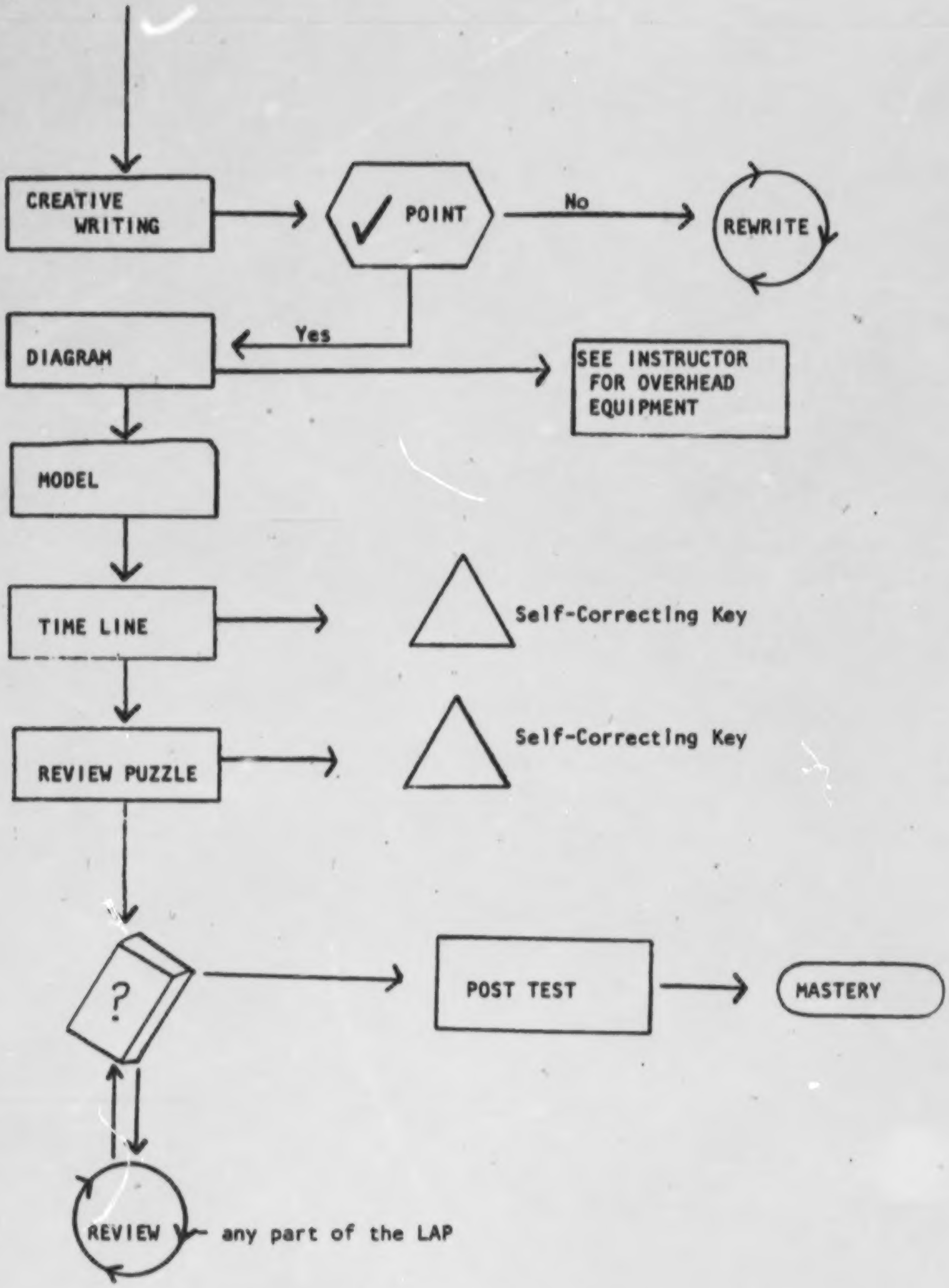
Finally, you will take a Post-test (post means after - so you will take this test after you complete objectives 1 - 11) to see how much you have learned by doing these things.

Now -- turn the page and you will learn how to read a flow chart.!!

Then -- you will take a Pre-test (pre means before) to find out how much
you already know about the Egyptians.

Flowchart for this LAP on Ancient Egypt


START
TAKE PRE-TEST
PASS
yes
MASTERY
No
INTRODUCTION DIRECTED READING
MAP STUDY
POINT
No
Recycle
STUDY GUIDE
yes
POINT
No
Recycle
Yes
WORD SEARCH
See instructor to record extra credit
Bonus Points
PICTURE DICTIONARY
Self-correcting Key
KEY
-- start or finish
-- activity
?
-- decision point
-- check point
-- recycling point
-- self-correction key


CREATIVE WRITING
POINT
No
REWRITE
Yes
DIAGRAM
SEE INSTRUCTOR FOR OVERHEAD EQUIPMENT
MODEL
TIME LINE
Self-Correcting Key
REVIEW PUZZLE
Self-Correcting Key
?
POST TEST
MASTERY
REVIEW
any part of the LAP

CHECKLIST OF STUDENT ACTIVITIES

Instructions: The objectives for this LAP are listed below. They are numbered 1-12. As you complete each objective check it off and record the date.

____ Objective # 1 -- Pre-test

____ Objective # 2 -- Directed Reading -- Egypt: Land of the Nile

____ Objective # 3 -- Map Study -- Ancient Egypt

____ Objective # 4 -- Study Guide -- Chapter 4 - Early Peoples of Africa

____ Objective # 5 -- Word Search

____ Objective # 6 -- Making a picture Dictionary of Ancient Egypt

____ Objective # 7 -- Creative Writing -- The Building of a Pyramid

____ Objective # 8 -- Diagram -- A cross-sectional view of the Great Pyramid

____ Objective # 9 -- Constructing a cross-sectional Model of the Great Pyramid

____ Objective #10 -- Making a Time Line of Ancient Egyptian History

____ Objective #11 -- Pyramid Puzzle -- a review

____ Objective #12 -- Post-test

Objective number	Date of Completion	Instructor's Initials
# 1		
# 2		
# 3		
# 4		
# 5		
# 6		
# 7		
# 8		
# 9		
#10		
#11		
#12		

Student's Name ______________________________ Section __________

Listed below are the competency levels required for satisfactory completion of each objective in the LAP on ancient Egypt:

OBJECTIVE 1 -- You will take a pre-test to determine your present level of understanding about the geography and culture of the ancient Egyptians.

Anyone receiving a 15-16 will have the option to omit Objectives 2, 5, 8, 9, and 11. Anyone scoring less than 14 on the pre-assessment will be required to complete all 12 objectives.

OBJECTIVE 2 -- Directed Reading -- Egypt: Land of the Nile

To complete this objective satisfactorily, you must be able to recognize and underline 85% of the vocabulary words upon reading the selection.

OBJECTIVE 3 -- Map Study: Ancient Egypt

Satisfactory completion of this objective requires that you will be able to:

1. color the Nile Valley and Nile Delta green
2. color the region controlled by ancient Egypt red
3. draw the symbol for the Great Pyramid at the city of Gizeh
4. draw a black arrow to indicate the direction in which the Nile River flows
5. color the blocks in the key accurately so that anyone can interpret his/her map
6. locate and label the following: Mediterranean Sea, Nile River, Red Sea, Memphis, Luxor, Aswan, Thebes, Napata, Sinai Peninsula, Gizeh, Nubia
7. use the scale of miles to calculate the distance between the ancient cities Memphis and Napata
8. demonstrate to the instructor accurate use of the four cardinal points of direction

(You must complete the 8 requirements in this objective with 85% accuracy.)

OBJECTIVE 4 -- Study Guide

The Study Guide has been included in the LAP to guide you in your reading of the text, Old World Backgrounds, pp. 49-63.

Satisfactory completion of this objective requires that you complete all eleven pages of the Study Guide with 85% accuracy.

OBJECTIVE 5 -- Word Search (Vocabulary Recognition Exercise (VRE))

This activity is designed to see how well you recognize the vocabulary of ancient Egypt upon completion of Objective 4 (Study Guide).

This objective is an extra credit option -- you will be awarded 1 point for each word that you find in the puzzle.

OBJECTIVE 6 -- Making a Picture Dictionary of Ancient Egypt

Satisfactory completion of this objective requires that you will be able to:

1. use a dictionary to locate and write the phonetic spelling for each word in the picture dictionary
2. use texts and reference books to write a complete definition for each entry word
3. cut out the correct illustration for each entry word and paste it in the appropriate space

OBJECTIVE 7 -- Creative Writing: Building of the Pyramids

You will be asked to describe what the workmen are doing in each of three pictures. You will be asked to identify each tool or simple machine being used and tell how it made the work easier.

Satisfactory completion of Objective 7 requires that you:

1. give an accurate and detailed description of each of the three pictures, using a minimum of three complete sentences per picture
2. use sentence structure that is syntactically correct
3. follow rules of punctuation and spelling
4. writes legibly

OBJECTIVE 8 -- Cross-sectional Diagram of the Great Pyramid of Khufu

This objective is a pre-requisite to Objective 8 (Model of the Pyramid). You will use a transparency to correctly label the cross-section of the tomb. You will place the correct terms on the appropriate lines.

OBJECTIVE 9 -- Model of the Great Pyramid

Satisfactory completion of this objective requires that you will be able to:

1. read and follow the instructions given for assembling the model
2. label the following items before assembly process begins: pharaoh's chamber, queen's chamber, Great Hallway, Entrance, underground passageway

(Anyone who can successfully assemble the model will have fulfilled this requirement.)

OBJECTIVE 10 -- Time Line of Ancient Egyptian History

Satisfactory completion of this objective requires that you will be able to:

1. write each key date in the correct date block on the time line
2. cut out each picture block and paste it in the correct place corresponding to the event.

OBJECTIVE 11 -- Pyramid Puzzle

This objective is designed to reinforce your retention of vocabulary utilized in Objective 6 (Picture Dictionary).

You must use the LAP to complete the puzzle with 90% accuracy.

OBJECTIVE 12 -- The Post-Test

Upon completion of Objectives 1-11 you will be given a post-Test.

You must receive an 80% or better to pass this objective. Anyone who receives a 79% or less will be required to take a re-test -- after he/she has reviewed all parts of the LAP indicated by the instructor.

PRE-TEST

Directions: Complete the following statements about the ancient Egyptians by filling in the blanks with the words listed below.

SCRIBE
PAPYRUS
3100
PYRAMID
PHARAOH

MUMMY
NILE RIVER
MENES
SHADOOF
2600

4236
HIEROGLYPHICS
KHUFU
ARCHAEOLOGIST
AFRICA
1400

Name: ______________ Section: ________ Date: ________

1. Egypt is located on the northeastern part of what continent? AFRICA

2. The ancient Egyptians invented a form of picture writing called HIEROGLYPHICS.

3. The Egyptians wrote on PAPYRUS which they made from a tall water plant.

4. In ancient Egypt a person whose occupation (job) was writing hieroglyphics was called a SCRIBE.

5. The Egyptians could travel up and down the length of the country using the NILE RIVER as a "highway."

6. A MUMMY was a dead body that Egyptian embalmers preserved from decay.

7. An ARCHAEOLOGIST is a scientist who studies people, customs, and life of ancient times.

8. PHARAOH was the title of the ruler of ancient Egypt.

9. A PYRAMID was a huge ancient Egyptian tomb with a square base and sloping sides which meet at a point at the top.

10. Egyptian farmers used a device called a SHADOOF to irrigate their fields. It was a long pole with a bucket at one end and a weight on the other.

Key Dates and Events in Ancient Egyptian History

11. In 4236 B.C. the Egyptians invented a 365-day solar calendar.

12. In 3100 B.C. Pharaoh MENES united upper and lower Egypt into one Kingdom.

13. In 3100 B.C. Egyptians invented a form of "picture writing" called hieroglyphics.

14. In 2600 B.C. the Pharaoh KHUFU built the Great Pyramid at Gizeh.

15. In 1400 B.C. Egyptian power reached its peak during the rule of Amenhotep III.

Pre-assessment Score ________

NOTE -- If you scored less than 14 on the Pre-test go on to OBJECTIVE #2 in the LAP, and complete the entire packet. If you scored between 15-16 you may omit Objectives 2, 3, 6, 8, 10 and 11.

EGYPT: LAND OF THE NILE -- Objective #2 - Directed Reading

Directions: As you read the selection underline the following words and phrases:

In paragraph 1 -- underline -- Egypt is located/Africa/Mediterranean Sea/Red Sea

In paragraph 2 -- underline -- ancient/Egyptians/Nile River/"highway"/

In paragraph 3 -- underline -- Nile/longest river in the world - 4,160 miles long/flow northward/delta/fanshaped piece of land/mouth of [illegible] river/soil/good for growing crops/

In paragraph 4 -- underline -- desert/little land/for farming/yearly average rainfall/less than ten inches/summer temperature/over 100° F./ winter/temperature/seldom/below/40° F./

NOTE -- See instructor for Transparency on Ancient Egypt when you are ready to do map exercise.

You will also need a red and green color pencil.

Reminder -- labels in all capital letters -- use PENCIL ONLY!!

Name ______________________________

EGYPT: LAND OF THE NILE

[MATERIAL REMOVED DUE TO COPYRIGHT RESTRICTIONS]

Write to author for address of the source of material pulled on Egypt.

TAKE DIRECTED READING (Objective #2) and MAP STUDY (Objective #3) to your teacher for discussion and approval!

Instructor's initials: ________

NOTE -- Check your flowchart to see where you are now, and where you are going next!!

Text, World Background for American History. Authors: Eigling, King, Harlow, James. Publisher: Laidlaw Brothers. Recommended reading level: Middle School 6-8.

STUDY GUIDE -- Early Peoples of Africa

CIVILIZATION IN THE NILE VALLEY -- Chapter 4

****

On Page 49 you will begin to study the civilization that developed in the Nile Valley.

A Good Place to Live.

1. Describe conditions in the Nile Valley that attracted New Stone Age settlers:

   A. climate -- ____________________

   B. clothes material -- ____________________

   C. food -- ____________________ and ____________; ___________ and ________

The Gift of the Nile

2. What happened in the Nile Valley every summer? (sentence) ________________

   ____

3. One early historian called Egypt the "________________________" because it gave water and rich soil.

4. On Page 50 you are told two ways that the Nile River could be treacherous.

   a. If not enough rain came, how did it affect the people? (sentence)

   ____

   b. If too much rain came, what happened? (sentence) ________________

   ____

The World's First Calendar

1. What was the name of the star that guided the Egyptians in making a calendar? __________________, sometimes called the _______ _______________.

2. The Egyptian calendar:

    a. How many moons? __________
    b. What marked the beginning of the Egyptian new year? __________
    c. How many days in their month? __________
    d. This made a total of how many days in the year? __________
    e. How many feast days were there? __________
    f. With feast days, how many days in an Egyptian year? __________
    g. Egyptian calendar was inaccurate (incorrect) because

    ____

On Page 51 -- Egyptian Farmers Learn to Irrigate

1. Farmers diverted flood waters into ______________ and ______________.
2. The Egyptians invented a machine called a ________________ to life water into their canals.

EXTRA CREDIT -- Trace the cartoon drawing on Page 51 -- write the caption underneath the picture and color the water blue.

3. Turn to the glossary on page 417, write the definition of "civilization"

    civilization -- ______________________________________

    ____

Nobles, Freeman, Slaves.

1. Tell about the nobles. (sentences) ______________________

    ____

    ____

2. What did the slaves do? (1 sentence) ______________________________

____

3. The __________ farmers were very important to Egypt. The __________ they grew in the Nile Valley was Egypt's main source of ______________. Eventually, the Mediterranean countries grew so much grain that Egypt became known as the "______________________" . (top of page 52)

4. List other groups of freemen in Egypt, whose skilled hands made them craftsmen.

____________________ ____________________

____________________ ____________________

____________________ ____________________

One King Rules Egypt -- Page 52

5. What King (or pharaoh as Egyptian rulers were called) brought all of Egypt under his control? ______________ Pronounced (mē - nēz)

On Page 53 you will learn about Egyptian rule.

1. What is a dynasty? ______________________________

____

2. Egypt had ______ such dynasties in all, and they ruled for a total of nearly ________ years.

The Government of Egypt

3. In Egypt the kings and __________ were thought to be __________. The king's word was __________. Every __________, __________ and __________ paid __________ in the form of __________ or __________ because Egypt did not have __________ until 300 B.C.

4. The king (or pharaoh) could not govern the whole country alone. He appointed __________ to help him. His most important assistants were the __________, the __________, the chief ______________, and the ______________ of ______________.

5. The country was divided into provinces called ____________. Each nome had a ____________ appointed by the ______________. Each town in the nome had a ______________ who was responsible to the ______________.

A Land of Many Gods

1. Because the __________ was thought to be a god-king, ___________ and ____________ were closely related.

2. Who was the most important of the Egyptian gods? ______________________
Pronounced (ra). He was the god of the ____________________________.

3. The Egyptians thought gods sometimes took the form of __________________.

4. What animals are mentioned as being sacred (religious)?
________________ ________________ ________________

5. One ruler, King ______________ (ä′ kë ·nä t' n), did away with all the gods except one.

6. (see caption under picture - pg. 53)
Unlike previous rulers of Egypt, Akhenaten believed that only ________
__________, _____________ (ā′ tǒn) existed.

On Page 54 we begin to look into the Egyptian's feelings about death.

Preserving the Dead -- Page 54

1. In what two things did the Egyptians believe in strongly? (sentences)
   a. ____
   b. ____

2. Tell how Egyptian embalmers preserved the body? (sentences)
They treated it ..... ______________________________________
____

3. What was the treated dead body called? __________________

Tombs and Pyramids -- Page 54

1. Many Kings were buried in ________ ____________ carved out of solid rock in a place near Thebes called ________ ____________________ _________ __________________.

2. About ______ kings built ___________ which were towering, four-sided stone tombs that came to a point on top.

3. Check the glossary on page 421 for a definition of pyramid.
   Pyramid --____
   ____

4. What fact is incredible (amazing) about the building of the pyramids? (sentence)
   They were built.....____________________________________
   ____.

5. What simple machines were used to construct (build) the pyramids? (see caption above the picture?) -- Page 54
   ______________________ ____________________ ____________________

6. Labor that went into the building of the pyramids was supplied by _________ ___________ ______________ (two words) and ______________. (page 55)

7. Craftsmen made fine _______________, _________________, or ____________ for the tombs of kings.

8. The most famous pyramid is one near the city of _______________. It is called the ___________ ______________ (two words) because of its hugh size. One early historian recorded that it took __________ men more than _______________ years to build it.

Preparing for the Afterlife -- Page 55-56

1. Egyptians believed that the _____________ of a dead person (called the Ka) would use the same things that the person had used in life. They placed such things as ___________, ______________, ______________, ___________, ___________, _____________, ______________, _____________, and ______________ in the tombs.

2. __________ even found a __________-__________ boat in a secret room under one pyramid.

3. Because the climate of Egypt was __________ many things were preserved for thousands of years.

4. Look at the picture at the top of page 56. What are the Egyptians doing in the picture? (refer to caption underneath the picture) (two sentences)

   These Egyptians are.....

   Why do you think that two of the Egyptians have shaved their heads bald?

Egyptian Writing -- Page 56-57

1. The Egyptians invented a form of picture writing called __________. Each __________ stood for a number of things in the language.

2. Eventually the Egyptians developed a system called __________. (page 57) This system was based on hieroglyphics, but the symbols were written with __________ on soft materials.

A Better Writing Material -- Page 57

1. At first Egyptians probably used __________ as a writing surface.

2. Then someone discovered that a better writing material could be made from __________, a reed that grew wild along the __________.

3. Explain how paper was made in ancient Egypt. (sentences)

   Workmen split the......

4. The Egyptians made ink from ______________________.

5. They made pens by ____.

6. The world's first books were called ______________. They were made by rolling long ____________ on ____________ ________________.

The next activity in your LAP is called, Ancient Writing. Below the sub-title: "Information for the Amateur Archaeologist," are three paragraphs. As you read these paragraphs Underline the following words and phrases.

In paragraph 1 -- underline -- Egyptian writing / 3100 B.C. / hieroglyphics / "sacred carvings."

In paragraph 2 -- underline -- first / they used / a picture to represent a word / They changed their writing system / one symbol / to represent one sound / pictures to represent / whole words /

In paragraph 3 -- underline -- Hieroglyphics / carved into / Egyptian temples / tombs / translating / archaeologists / discover

Name ______________ ______________

ANCIENT WRITING

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Children go to School -- Page 58

1. Why was there a great need for keeping records in Egypt? (sentence)
   There was great need ......______________________________
   ____
2. What were writers (before printing) called? ____________________
3. A ______________ had to learn to use about ____________ symbols.
4. When you were in the second or third grade you learned that our alphabet had ________ letters. (Think of all the hours of practice your teachers have given you in writing 26 letters. Imagine how long it would have taken you to learn all the symbols in Egyptian writing!!!)
5. Do you think an Egyptian school would be harder or easier than yours? Why?
   ____
6. What were Egyptian boys taught in school? ____________________
   ____
7. What about girls? ____________________. Do you think this was fair? Why? ______________________________
8. Do you think that boys and girls should be given an equal chance to learn? Why? ______________________________

Unlocking the Past -- Page 58

1. In 1799, a French visitor to Egypt made an important discovery near what city? ________________. He found a broken piece of stone. It is called the ________________ ________________.

   **(refer to picture at top of page 58 and captions below and to the right of the picture to answer the next two questions)

2. The message on the Rosetta Stone was written in what three languages?
   ________________ ________________ ________________
3. The ________________ inscription on this stone provided a ________ to ancient ________________ ________________.

Other Accomplishments -- Page 59

1. List the three courses taught in Egyptian universities.
   studied diseases -- ______________________

studied the stars -- ____________________

learned to measure distances for boundary lines to property - ________

(see caption above picture) -- page 59

2. Egyptians gave the world the beginnings of ________________ when they learned to ____________ land in order to re-establish ________________ that had been eliminated during the annual ____________ of the Nile.

Egypt is Invaded -- page 59

1. Egyptians found two natural separations from other people. In a sentence tell what they were. Vast deserts .....
____
____
2. In 1730 B.C. Egypt was invaded by fierce tribes called the ______________. They came from __________________. pronounced (hĭk'sŏs)
3. These warriors fought from war _______________ pulled by _____________.

A Period of Turmoil -- Page 60

1. How long did the Hyksos rule? ___________ (years)
2. Egypt was unable to obtain a lasting peace because Egyptian kings became involved in wars for _______________. In the next __________ years, Egypt built and lost three _________________.
3. By 525 B.C. Egypt lost its _________________ for good. In that year the _________________ took over Egypt.

OTHER CIVILIZATIONS IN AFRICA

The Kingdom of Kush -- Page 60

(Read the caption above the picture to answer the next two questions)

1. From the picture at the bottom (page 60) what do you notice about the skin color of the fighters?
Their skin color is: ______________________________, which means that Kush was probably the world's first Black Kingdom.

2. From the picture's caption (page 60) what four things can you tell about the Kushites?

a. ____

b. ____

c. ____

d. ____

** Look at the picture on page 61 and read the last paragraph on the left side of the page.

1. Kush lost Egypt to another ______________________, but retained her own ____________________. Meroe (Mĕr'ô ē) became the ____________ and center of the ____________ industry in ____________ (continent).

2. Much of the story of ancient Kush is yet to be learned. No one has been able to fully ____________ the Kushite ______________. The ruins of Meroe hold many ______________ of Kushite life.

3. ________________ was the religious center of Kush. (nā pă'tȧ)

The Phoenician Colony of Carthage -- Page 61

1. One other ____________ developed in North African in ancient times.

2. In 814 B.C. a trading colony called ______________ (Kär'thĭj), was established by Phoenician traders.

3. This colony became one of the most powerful countries around the ________________ Sea.

Africa South of the Sahara -- Page 62

1. Early ____________ tribes had not developed a ______________ ______________ (two words) in ancient times in ____________ south of the ______________ (desert).

2. Examine the picture on page 62 to describe the homes of early African blacks.

Early African blacks lived in ..... ______________________________________

____

3. When did permanent settlements begin to develop in early Africa? (sentence)

____

CHECKPOINT -- Objective #4

Take the Study Guide to your Teacher for discussion and approval.

******* Extra Credit Report *******

Instructor's Initials ______________

Directions: Using the Resource book, A Glorious Age in Africa, choose to read a story about one of the three great African empires. Your choices are: Ghana (pp. 13-50); Mali (pp. 51-78); or Songhay (pp. 79-112).

1. As you read the selection
2. Write fifteen - twenty facts about the story that interested you.
3. Trace the map of the kingdom which you reported on.
4. Paper for the report and the map are included in the LAP.

Note -- Your report and map will be handed in separately when you have completed all of the objectives in the LAP.

Reading Reaction

1. Did you find the reading in A Glorious Age in Africa, easy or hard to understand? ______________
2. Was the story you read interesting? _____ Yes _____ No (check one)
3. Do you like the idea of reporting on what you have read? _____ Yes ____ No
4. Did you understand exactly what to do after you read the directions?
   _____ Yes _____ No
5. Was it hard for you to find 15 interesting facts in the story you read?
   _____ Yes _____ No

Egyptian WORD SEARCH -- OBJECTIVE # 5

5.38

Nile
flax
fish
clay
stone
flood
soil
land
tax
river

hieroglyphics
waterfowl
calendar
Egyptians
landowners
geometry
craftsmen
crocodile
dynasty
pyramids

papyrus
scrolls
reed
irrigate
shadoof
nobles
freeman
slaves
farm
valley

gods
cat
cow
mummy
Kushites
Sahara
Mali
Negro
Sudan
rule

king
Africa
huts
read
write
dry
desert
death
lever
ramp

S	I	S	D	I	M	A	R	Y	P	G	O	D	S	K
A	P	E	L	A	N	D	O	W	N	E	R	S	O	U
H	T	A	E	D	S	H	A	D	O	O	F	I	C	S
I	R	R	I	G	A	T	E	A	T	M	L	N	A	H
S	Y	N	I	L	E	L	L	A	T	E	O	G	L	I
R	D	A	E	R	V	G	C	P	S	T	O	N	E	T
U	S	E	F	I	S	H	Y	A	U	R	D	A	N	E
L	O	O	X	S	O	I	L	P	S	Y	P	D	D	S
E	W	A	O	R	G	E	N	Y	T	K	C	U	A	M
L	T	R	E	V	I	R	L	R	U	I	R	S	R	U
I	T	Y	R	D	O	O	E	U	H	N	A	A	I	M
D	T	O	P	Y	D	G	T	S	X	G	F	N	M	M
O	R	A	D	N	E	L	A	C	O	W	T	O	S	Y
C	E	D	Y	A	E	Y	R	R	A	R	S	B	M	P
O	S	D	E	S	R	P	A	O	F	I	M	L	A	M
R	E	N	L	T	E	H	H	L	R	T	E	E	L	A
C	D	A	L	Y	V	I	A	L	I	E	N	S	I	R
S	F	L	A	X	E	C	S	S	C	L	Y	A	L	C
A	S	E	V	A	L	S	O	N	A	M	E	E	R	F

Directions: Circle the words hidden in the puzzle. Your may read up, down, forward, backward, or diagonal

Dictionary of Terms -- Ancient Egypt (to be used with Objective #6)

1. archaeologist (är'ki ol'ə jist) -- A scientist who studies people, customs, and life of ancient times.

2. delta (del ta) -- The deposit of earth and sand that collects at the mouth of a river.

3. desert (dez'ə rt) -- Dry, sandy region; land too dry to grow many plants.

4. flail (flāl) -- An instrument used for threshing grain by hand; symbol of the pharaoh's power as ruler of Egypt.

5. funeral barge (fū'ner əl bärj) -- Boat used to carry the coffin of a dead pharaoh across the Nile River to his pyramid.

6. hieroglyphics (hi'ər a glif'iks) -- Writing system invented by the ancient Egyptians. Means, "sacred carvings."

7. mummy (mum'i) -- Body of a dead animal or human being preserved from decay by ancient Egyptian embalmers

8. oasis (ō ā'sis) -- A fertile spot in the desert where there is water.

9. obelisk (ōb'ə lisk) -- Ancient Egyptian monument; a four-sided shaft with top shaped like a pyramid.

10. papyrus (pə pī 'rəs) -- A tall water plant used to make "Egyptian paper."

11. pharaoh (far ō) -- Title of the ruler of ancient Egypt -- ex. Khufu.

12. pottery (pot'ər i) -- Clay pots, dishes or vases made by potters and hardened by heat.

13. pyramid (pir'ə mid) -- Huge, ancient Egyptian tomb with a square base and sloping sides meeting at a point at the top.

14. scribe (skrīb) -- In ancient Egypt a person whose occupation was writing hieroglyphics.

15. shadoof (shä düf) -- Device used by Egyptian farmers to irrigate their fields. A long pole with a bucket at one end and a weight on the other end.

16. valley (val'i) -- Lowland area between two hills or mountains ex. Nile Valley.

MAKING A PICTURE DICTIONARY OF ANCIENT EGYPT

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Name ______________________ ______ #5.43

THE BUILDING OF A PYRAMID

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✓POINT

TAKE PICTURE DICTIONARY (Objective #6) and CREATIVE WRITING (Objective #7) to your instructor for discussion and approval!!

Instructor's initials: ____________________

Comments:

NOTE -- Check your flowchart again to see where you are now, and where you are going next!

THE GREAT PYRAMID OF PHARAOH KHUFU

MATERIAL REMOVED DUE TO COPYRIGHT RESTRICTIONS

Taken from: David Macaulay, Pyramid

Name ____________________

CONSTRUCTING A CROSS-SECTIONAL MODEL OF THE GREAT PYRAMID

MATERIAL REMOVED DUE TO COPYRIGHT RESTRICTIONS

Name ____________________

MAKING A TIME LINE
ANCIENT EGYPTIAN HISTORY

____

MATERIAL REMOVED DUE TO COPYRIGHT RESTRICTIONS

Name___

PYRAMID PUZZLE

MATERIAL REMOVED DUE TO COPYRIGHT RESTRICTIONS

Write to author for address of the source of material pulled on Egypt.

STUDENT EVALUATION

How do you feel about the work you have done in this LAP?

Did the LAP help you improve your reading?

Grade you think you deserve _____. Why?

TEACHER EVALUATION FORM

Student performance level:

OBJECTIVE 1: _______

OBJECTIVE 2: _______

OBJECTIVE 3: _______

OBJECTIVE 4: _______

OBJECTIVE 5: _______

OBJECTIVE 6: _______

OBJECTIVE 7: _______

OBJECTIVE 8: _______

OBJECTIVE 9: _______

OBJECTIVE 10: _______

OBJECTIVE 11: _______

OBJECTIVE 12: _______

Culminating activity - final LAP __________

Grade __________

Comments:

Student's Name ______________________________ Section _____

LEARNING CENTER

SUBJECT: English

EDUCATOR: Drucie Weirauch

SCHOOL: Park Forest Junior High School

PREFACE

Because English teachers must cover so many skills in the Reading, Writing, Listening, and Speaking domains during the year, I found that I didn't have time to teach one of my favorite forms of literature--poetry. The Learning Center was designed to be an introduction to poetry. The incentive to work at the Learning Center was extra credit. My long-range outcome was the hope that the students who involved themselves would get exposure to some classical poetry and could learn some basic fundamentals about poetry, type, rhythm and rhyme.

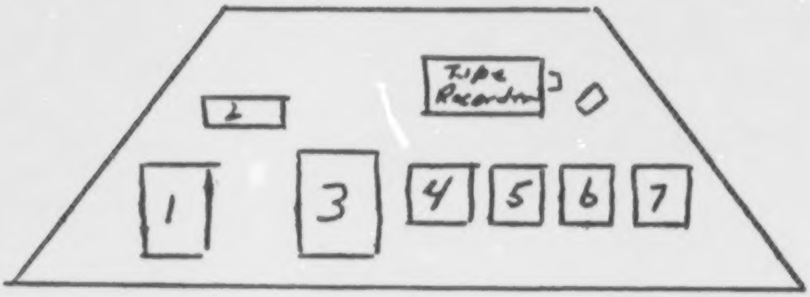
Students could do any of four worksheets. Therefore, a student could earn from 0 to 75 extra points at the Learning Center. The student was free to decide which section or sections he would complete. An extra area, memorizing a poem, was the fifth area for extra credit. These poems could be taken from the packet or be an approved one from a book at home.

Once the student reads the introduction, he then chooses an area of poetry with which to begin. Students were advised to take the sections in order because of the increasing level of difficulty, as well as the fact that for the section "Types" the student must know something about rhyme and rhythm. Therefore, although there is no prerequisite for the entire unit, except desire, the unit does build upon prerequisites within itself.

Procedures are outlined on the Learning Center board as well as in the LAP. The require the student to read the introduction, follow directions, read examples for each section, and then to do the worksheets. Evaluation is based on the worksheets.

LEARNING CENTER DIRECTIONS

1. Take the pre-test. ①
2. Use the Key to get your score. ②
    - a. If you miss more than 1 on any section, start at the beginning of the packet.
    - b. If you miss 0 in Rhyme turn to page   of the packet and begin.
    - c. If you miss 0 in Rhythm do Rhyme and then do Ballads, finishing the packet.
    - d. If you miss 0 in Types do Rhyme, Rhythm, Figurative Language, etc.
    - e. If you miss 0 in the Pre-Test, you don't need any extra credit, but may do the work sheets you desire for fun.
3. Pick up the packet ③ and read the directions for each section you intend to do.



4. After completing Rhyme, do the worksheet on it, WORKSHEET 1. ④
5. After completing Rhythm, do WORKSHEET 1. ④
6. After completing Types, do WORKSHEET 2. ⑤
7. After completing Figurative Language, do WORKSHEET 3. ⑥
8. After completing the entire packet, do WORKSHEET 4. ⑦
9. Each time you complete a worksheet, turn it in. Make sure your name and period are on it, or else you'll get no credit.
10. If you would like, look at some of the poetry books at the center. Find a poet you like and do a research report (2-3 pages) on him or her. I will give you research passes.
11. Memorize one of the poems in the packet or one from home (which I've approved). Then, in D.S., or class, recite it for me for extra credit.

POETRY PRE-TEST

Rhyme:

1. All poetry rhymes. True False
2. You can tell rhyme scheme by the last word in each line. True False
3. What is it called when there is a rhyme within a line of poetry? ______

Rhythm/Meter:

1. This is an example of iambic trimeter
   I wish I were a cat. True False
2. Each repetition in a line of poetry is called _________.
3. This is an example of dactylic meter
   I am a nice girl. True False

Ballads:

1. Ballads are usually about _________ or _________.
2. Ballads usually have _________ lines per stanza.
3. Women are the authors of most ballads. True False

Figurative Language:

1. Metaphor and simile are the same thing. True False
2. An example of personification is "Time marches on." True False
3. A definition of onomatopoeia is _________.

ANSWERS

Rhyme

1. False
2. True
3. Internal rhyme

Rhythm/Meter

1. True
2. A foot
3. False

Ballads

1. Love or death
2. Four
3. False

Figurative Language

1. False
2. True
3. A word that sounds like what it means

POETRY AND YOU

Not long ago twenty people were asked the question, "Do you read poetry?" They were adults ranging in age from twenty-one to nearly seventy, a cross-section of society including teachers, factory-workers, a doctor, a professional musician, three farmhands, several clerks, and shop-assistants. Of these twenty people asked individually, one said she read poetry constantly, preferring it to all other recreations. One said he read it fairly often, mainly contemporary poems in magazines. Four said they occasionally read poetry: they picked up a book perhaps once a year. The remaining fourteen said they never read poetry. Most were not hostile, though two or thee thought it was rubbish and were strongly opposed to it. The rest had nothing against it, they just weren't interested.

If this sample unit was a fair one, it seems at least seventy per cent of the adult population have little or no use for poetry. Only one in ten regards it as of real value. Of course, this sample was too small to be considered scientific. But one further question was asked, "Did you once read poetry?" To this question all but three answered unhesitatingly, "Yes." It seems that nearly everyone reads some poetry at school, and few continue to read it afterwards. Is poetry just something you are taught at school and forget when you go out into the world?

I hope not.

In this unit we are going to explore some different kinds of poems, what makes a poem, and practice writing and reciting some on our own. Early in the unit each of you should choose one of the poems from the packet to memorize and recite. Choose one that interest you and that you feel will be easy to remember. Poems which may be memorized will be marked by this symbolⓂ. Also, if you have at home a poem you'd like to recite, bring it in to see if I'll approve it. Each of you will recite this poem to the class on a scheduled date. In addition, the work in this packet must be completed.

ELEMENTS OF POETRY

Rhyme:

Not all, but many poems rhyme -- To determine the rhyme of a poem we look at the last word of each line. We then check to see which ones rhyme with each other For the first last word we give the letter A. If the last word in the second line rhymes with that of the first line, it also is labeled A. If it doesn't, it gets a B. We then continue through, line by line in each stanza, determining what rhymes with what. Any time a new vowel/consonant sound is introduced, it gets a new letter. For example:

Bells for John Whiteside's Daughter
John Crowe Ransome (1888-   ) M

There was such speed in her little body, A
And such lightness in her footfall, B
It is no wonder her brown study A
Astonishes us all. B

Her wars were bruited in our high window A
We looked among orchard trees and beyond, B
While she took arms against her shadow, A
Or harried unto the pond. B

For the tireless heart within the little A
Lady with rod that made them rise B
From their noon apple - dreams, and scuttle A
Good-fashion under the skies! B

But now go the bells, and we are ready: A
In one house we are sternly stopped B
To say we are vexed at her brown study, A
Lying so primly propped. B

Now that you see how this is done -- try this poem on you own. Place answers on answer sheet.#1

I Wandered Lonely As a Cloud
William Wordsworth (1770-1850) M

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host of golden daffodils:
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
and twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

The waves beside them danced: but they
Outdid the sparkling waves in glee:
A poet could not but be gay,
In such a jocund company:
I gazed - and gazed - but little thought
What wealth the show to me had brought:

For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude:
And then my heart with pleasure fills,
And dances with the daffodils.

Rhythm:

Rhythm is the most important of all the poet's technical resources. It is the rhythm of the words that creates the pleasing sound. One needs only to consider the singing games of children or tribal dances to realize this.

There are several patterns that make up poetry. We will explore several. All of these are based on hard and soft sounds of words or syllables. We call the hard ones accented and the soft ones unaccented. Here are some patterns to memorize and learn to recognize.

Iambic: An unaccented followed by an accented syllable (ă vóid)

Anapest: two unaccented followed by an accented syllable (tĭme tŏ gó)

Trochee: one accented followed by an unaccented syllabel (ónly̆)

Dactyl: one accented followed by two unaccented syllables (háppĭly̆)

Each one of these patterns is called a foot. If a line of poetry has one foot it's called monometer. The rest are as follow:

dimeter = 2 feet

trimeter = 3 feet

tetrameter = 4 feet

pentameter = 5 feet

hexameter = 6 feet

heptameter = 7 feet

Here are some examples:

Máry̆, / Máry̆,/ quíte con/tráry (trochaic tetrameter)

Ŏ lóok / in your / distress (iambic trimeter)

In my lífe/ I have ón / ly one góal (anapest trimeter)

Tomorrow, / and tómŏrrow / and tomórrow (dactylic trimeter)

NOW, DO ANSWER SHEET 1

4

Take a look at these two stanzas. One was written by Gray and is taken from his Elegy. The other is similar, but several words have been left out. See what a difference there is in the rhythm and consider how rhythm affects the mood of the poem.

The curfew tolls the knell of parting day,
The lowing herd winds slowly o'er the lea,
The plowman homeward plods his weary way,
And leaves the world to darkness and me.

MOOD ____________________________

The curfew tolls the knell of day,
The hard winds slowly o'er the lea,
The plowman homeward plods his way
And leaves the darkening world to me.

MOOD ____________________________

Note how the lines in the second one are much more terse and vigorous-hardly the sound Gray intended. In the first Gray was able to create a long, drawn-out, almost languid sound simply by choosing words to create the rhythm.

KINDS OF POEMS

Poetry can be divided into two major categories: anonymous poems and poems written by individuals. Most of our poetry comes from the latter class. But, for hundreds of years there was in existence a vast oral culture and a body of poems handed down from one generation to another by word of mouth only. We call this BALLAD LITERATURE. The authors of ballads were not remembered, and we can only conjecture who they were. Much of the current ballad literature exists in the form of nursery rhymes. Infants and young children remain the last survivors of the oral tradition.

Let's begin with children who learn rhymes from their mother long before they are able to read. Think of all the nursery rhymes: "Little Boy Blue", "Jack and Jill"; "Baa Baa Black Sheep". It's easy to dismiss these rhymes as mere childishness, but that would be a mistake. For certain poetic reasons they form an excellent foundation for the taste of every reader. Take for instance:

Hey diddle, diddle,
The cat and the fiddle,
The cow jumped over the moon;
The little dog laughed
To see such sport,
And the dish ran away with the spoon.

"Nonsense!" you might say. But, to begin with, the rhyme and word-music are excellent. The rhyme is complete in itself, and although quite mad, it has sort of internal logic all its own. What makes so many of these Mother Goose rhymes so satisfying is that they are complete stories in themselves.

Here is a complete story--almost a life story-- in miniature which defiantly contradicts all laws of probability. Thus, it is delightful to a child.

There was a crooked man, who walked a crooked mile,
He found a crooked sixpence upon a crooked stile;
He bought a crooked cat, who caught a crooked mouse,
And they all lived together in a little crooked house.

Rest assured that all of the poems that we will be exploring will not be Nursery rhymes or Mother Goose rhymes!

BALLADS

The Ballad was one type of the oral poetry. Never written, ballads were passed from father to son in a spoken manner. Balladeers would travel from village to village singing or chanting their ballads. Because they were passed by word of mouth we can't be too certain that the ballads we still have today are the way they were originally intended. Let's look at two ballads. Either of these may be memorized for recitation.

Lord Randal

"Oh where has you been, Lord Randal, my son?
Oh, where hae you been, my handsome young man/"
"I hae been to the wild woods: mother, make my bed soon,
For I'm weary with hunting and fain' would lie down-"

"Where gatye your dinner, Lord Randal, my son?
Where gat ye your dinner, my handsome young man?"
"I din'd we'my true love: mother, make my bed soon,
For I'm weary wi'hunting, and fair would lie down."

"What gat ye to you dinner, Lord Randal, my son?
What gat ye to you dinner, my handsome young man?"
"I gat eels boiled in broo: mother make my bed soon,
For I'm weary wi' huntin, and fair would lie down."

"What becaome of your blood hounds, Lord Randal, my son?
What became of your blood hounds, my handsome young man?"
"Oh they swelled and they died: mother make my bed soon,
For I'm weary wi' hunting, and fair would lie down."

"O I fear you are poisond, Lord Randal, my son!
O I fear ye are poisond, my handsome young man!"
"O yes! I am poisond: mother make my bed soon,
For I'm sick at the heart, and I fain would lie down."

-Anonymous

Ⓜ

Jesse James

It was on a Wednesday night, the moon was shining bright,
They robbed the Danville train-
And the people they did say, for many miles away,
'Twas the outlaws Frank and Jesse James -

Jesse had a wife to mourn him all her life,
The children, they are brave.
'Twas a dirty little coward shot Mr. Howard,
And laid Jesse James in his grave.

Jesse was a man was a friend to the poor,
He never left a friend in pain-
And with his brother Frank he robbed the Chicago Bank.
And then held up the Glendale train-

It was Robert Ford, the dirty little coward,
I wonder how he does feel,
For he are of Jesse's bread and he slept in Jesse's bed,
Then he laid Jesse James in his grave.

It was his brother Frank that robbed the Gallatin bank,
And carried the money from the town,-
It was in this very place that they had a little race,
For they shot Captain Sheets to the ground -

They went to the crossing not very far from there
And there they did the same:
And the agent on his knees he delivered up the keys
To the outlaws Frank and Jesse James.

It was on a Saturday night, Jesse was at home
Talking to this family brave,
When the thief and the coward, little Robert Ford,
Laid Jesse James in his grave.

How the people held their breath when they heard of Jesse's death,
And wondered how he ever came to die,
'Twas one of the gang, dirty Robert Ford,
That shot Jesse on the sly.

Jesse went to rest with his hand on his breast;
He died with a smile on his face-
He was born one day in the county of Clay,
And came from a solitary race.

Ⓜ

-Anonymous-

NOW, DO ANSWER SHEET 2

FIGURATIVE LANGUAGE

The poet must create a vivid picture by using carefully chosen words. He wants the reader or listener to understand, to see, to taste, to hear, to feel, to smell what he intends. To do this he uses IMAGES. He created these images in a variety of ways.

SIMILE: A comparison of two or more things using "like" or "as".

"The light pulsed out red light like an artery."

METAPHOR: An implied comparison without the use of "like" or "as".

Fog comes in
On little cat
Feet. FOG-CAT
Carl Sandburg

ALLITERATION: The repetition of consonant sounds.

Slowly the snake slithered closer and closer silently
swishing the slippery grass.

ONOMATOPOEIA: The use of a word that sounds like what it means.

Swish! Pop! Splat!

VERBAL IRONY: The saying of the opposite of what is intended.

Oh, your striped top looks grand with your plaid skirt!

PERSONIFICAT[illegible] The comparison of a thing or an idea to a person.

Or, [illegible]ing human characteristics to non-human things.

Time marches on.
The sun smiled down on us.

DICTION: Choice of words. For example, note the difference among the following:

They thrust their fingers in their wet hair,

or They stuck their fingers in their wet hair,

or They put their fingers in their wet hair.

Now, look at the poem on the next page and see how many of these devices you can find.

AUTOWRECK

KARL SHAPIRO

Its quick soft silver bells beating, beating Ⓜ

Poem removed due to copyright restrictions.

Across the expedient and wicked stones.

6.15

Purpose: To determine the mood of a poem and how its meaning contributes.

Directions: Choose the word or phrase which best fits the line. You will be asked to explain why you chose the word you did. Place answers on answer sheet. #4 (back)

"Meeting At Night" ROBERT BROWNING (1812-1890)

(darkened)
The gray sea and the (long black) land,
(yellow) (obscure)
And the (brilliant) half-moon large and low,
(shining)

(startled) (rise
And the (restless) little waves that (leap
(jerky) (sweep

(Like children laughing with surprise)
(In fiery ringlets from their sleep)
(In jets of wild spray from the deep)

As I gain the cove with pushing prow,
(come to rest) (yielding)
And (reach a stop) in the (slushy) sand.
(quench its speed) (cozy)

(sweet smelling)
Then a mile of warm (and fragrant) beach;
(sea-scented)

Three fields to cross till a farm appears;
(the quick, sharp scratch)
A tap at the pane, (a candle-light)
(a quick lit lamp)

(And blue spurt of a lighted match)
(That splinters through the blank, black night)
(That prints the dark with its somber stamp)
(more subdued)
And a voice (less distinct) through its joys and fears,
(less loud)

Then the two hearts beating each to each.

(HINT: In this poem the author strives to present a vivid picture used to suggest the eager haste of someone to a meeting place near the seashore on a moonlit night.)

NAME____ DATE________________

Purpose: To determine the mood of a poem.

Directions: Read the poem then answer the questions at the end of the ditto.

"18" e.e. cummings

nobody loses all the time

i had an uncle named
Sol who was a born failure and
nearly everybody said he should have gone
into vaudeville perhaps because my Uncle Sol could
sing McCann He Was A Diver on Xmas Eve like Hell Itself which
may or may not account for the fact that my Uncle

Sol indulged in that possibly most inexcusable
of all to use a highfalootin phrase
luxuries that is or to
wit farming and be it needlessly
added

My Uncle Sol's farm
failed because the chickens
ate the vegetables so
my Uncle Sol had a
chicken farm till the
skunks ate the chickens when

my Uncle Sol
had a skunk farm but
the skunks caught cold and
died and so
my Uncle Sol imitated the skunks
skunks in a subtle manner

or by drowning himself in the watertank
but somebody who'd given my Uncle Sol a Victor
Victrola and records while he lived presented to
him upon the auspicious occasion of his decease a
scrumptious not to mention splendiferous funeral with
tall boys in black gloves and flowers and everything and

i remember we all cried like the Missouri
when my Uncle Sol's coffin lurched because
somebody pressed a button
(and down went
my Uncle
Sol
a
and started a worm farm)

Ⓜ

QUESTIONS: Place answers on answer sheet. #4

1. How is this poem written: serious, happy, sad, tongue-in-cheek?

2. Was it written from the point of view of a man or a child?

3. Why would the author not begin with capital letters?

4. Is there any reason for his division into stanzas like this?

5. What is the significance or symbolism in the physical form of the last stanza?

THE PASSIONATE SHEPHEPD TO HIS LOVE

Come live with me and be my love,
And we will all the pleasures prove
That valleys, groves, hills, and fields,
Woods, or steepy mountain yields.

And we will sit upon the rocks,
Seeing the shepherds feed their flocks
By shallow rivers, to whose falls
Melodious birds sing madrigals.

And I will make thee beds of roses
And a thousand fragrant posies,
A cap of flowers, and a kirtle
Embroidered all with leaves of myrtle;

A gown made of the finest wool
Which from our pretty lambs we pull,
Fair lined slippers for the cold,
With buckles of the purest gold;

A belt of straw and ivy buds
With coral clasps and amber studs:
And if these pleasures may thee move,
Come live with me, and be my love.

The shepherds' swains shall dance and sing
For they delight each May morning.
If these delights thy mind may move,
Then live with me and be my love.

Christopher Marlowe
1564 - 1593

Ⓜ

THE TIGER

Tiger, tiger, burning bright
In the forests of the night,
What immortal hand or eye
Could frame thy fearful symmetry?

In what distant deeps or skies
Burnt the fire of thine eyes?
On what wings dare he aspire?
What the hand dare seize the fire?

And what shoulder, and what art,
Could twist the sinews of thy heart?
And when thy heart began to beat,
What dread hand and what dread feet?

What the hammer? What the chain?
In what furnace was thy brain?
What the anvil? What dread grasp
Dare its deadly terrors clasp?

When the stars threw down their spears,
And watered heaven with their tears,
Did He smile His work to see?
Did He who made the lamb make thee?

Tiger, tiger, burning bright
In the forests of the night,
What immortal hand or eye
Dare frame thy fearful symmetry?

William Blake
1757 - 1827

Ⓜ

From

HOLY SONNETS

Death be not proud, though some have called thee
Mighty and dreadful, for thou art not so:
For those whom thou think'st thou dost overthrow
Die not, poor death, nor yet canst thou kill me.
From rest and sleep, which but thy pictures be,
Much pleasure: then from thee much more must flow,
And soonest our best men with thee do go,
Rest of their bones, and soul's delivery.
Thou art slave to fate, chance, kings, and desperate men,
And dost with poison, war, and sickness dwell,
And poppy or charms can make us sleep as well,
And better than thy stroke; why swell'st thou then?
One short sleep past, we wake eternally,
And death shall be no more; death, thou shalt die.

John Donne
1572 - 1631

TO SLEEP

O soft embalmer of the still midnight,
Shutting, with careful fingers and benign,
Our gloom-pleased eyes, embowered from the light,
Enshaded in forgetfulness divine:
O soothest Sleep! if so it please thee, close,
In midst of this thine hymn my willing eyes,
Or wait the amen, ere thy poppy throws
Around my bed its lulling charities;
Then save me, or the passed day will shine
Upon my pillow, breeding many woes;
Save me from curious conscience, that still lords
Its strength for darkness, burrowing like a mole;
Turn the key deftly in the oiled wards,
And seal the hushed casket of my soul.

John Keats
1705 - 1821

Ⓜ

Poetry Answer Sheet #1 NAME__________________ PERIOD__________

Rhyme Rhythm

Rhyme Scheme - Use the poem in the LAP to determine rhyme scheme.

"I Wandered Lonely As A Cloud"

__________ __________ __________ __________

__________ __________ __________ __________

__________ __________ __________ __________

__________ __________ __________ __________

__________ __________ __________ __________

__________ __________ __________ __________

Rhythm - Using p. 4 of the LAP, determine the rhythm of these lines of poetry. You should include type (iambic, dactylic, etc.) and the number of feet (dimeter, trimeter). The first is done for you. Listen to the tape.

Type

˘ / ˘ / ˘ /

1. I sowed/the seeds/of love iambic trimeter
2. When icicles hang by the wall
3. He clasps the crag with crooked hands
4. Would you hear of an old-time sea-fight?
5. O what can all the knight at arms?
6. Once he looked and halted straight,
7. "What makes you look so white, so white?" said Files-on-Parade
8. Is this the ship that launched a thousand ships:
9. As the flight of a river
10. O loss of sight, of this I most complain!

Find some lines of poetry from the LAP. Write them here and determine rhythm.

1.
2.
3.
4.
5.

Poetry Answer Sheet *2 NAME________________________PERIOD____
Ballads

BALLADS

Answer these questions based on the ballads we have just studied.

THEME: Most ballads are created on themes of ________________ or ________________

NUMBER OF LINES PER STANZA: ________________

RHYME SCHEME: Usually ABAB. At least lines 2 and 4 usually rhyme.

NARRATION: Most ballads ______________ ______________ ________________________

. . . .

MEMORIZE THESE CHARACTERISTICS !!!!!!!

. . . .

WORD CHOICE
"Meeting at Night"- Write your choice for each line here.

____

____

______________________ ______________________

____

______________________ ______________________

____

____

____

____

Poetry Answer Sheet #3
Figurative Language

Name__________________________Period_____

Give two examples of the following: You may thke these from "Autowreck" or any other poem in the LAP, or you may make up one of your own.

Metaphor:
1.
2.
3.

Alliteration:
1.
2.
3.

Simile:
1.
2.
3.

Personification
1.
2.
3.

Onomatopoeia
1.
2.
3.

Verbal Irony
1.
2.
3.

Poetry Answer Sheet: #4
Limericks

Name________________________________

Period________

YOU'RE A POET, BUT YOU DON'T KNOW IT

The one type of poem that we'll explore and first learn to write is the LIMERICK. Take a look at each of these and decide on a word to fill in the blank. After that, answer the questions at the end of this section. Place all answers on answer sheet.

A flea and a fly in a flue,
Were imprisoned, so what could they ________________?
   Said the fly, "Let us flee,"
   Said the flee, "Let us fly,"
So they flew through a flaw in the flue.

There was a young lady of Lynn,
Who was so uncommonly ________________
   That when she essayed
   To drink ____________________
She slipped through the straw and fell ________________.

A gentleman, dining at Crewe,
Found quite a large mouse in his ________________,
   Said the waiter, "Don't ______________,
   And wave it ______________.
Or the rest will be wanting one ______________."

There was an old man of Blackheath,
Who sat on a pair of false ________________!
   Said he with a start,
"O Lord, bless my ________________!
I've bitten myself ____________________________!"

There was an old man of Tarentum,
Who gnashed his false teeth till he __________ ____________,
   And when asked for the ________________,
   Of what he had ________________,
Said, "I really don't know, 'cause I ___________ ____________

ANSWER THESE QUESTIONS BASED ON THE LIMERICKS ABOVE:

1. Limericks contain ____________________ lines.

2. ____________ lines are long, ________________________ lines are short.

3. Lines __________, ______________, and ______________rhyme.

4. Lines ______________ and ______________ rhyme.

5. In lines A, B, And E, threr are ____________ hard beats and ______________ soft beats.

6. In lines C and D there are ___________ hard beats and ___________________soft beats.

Try one here on your own--follow the rules you just wrote!!

____

____

____

____

____.

" 18 "   e.e. cummings

Place your answers to the questions about this poem here.

1.

2.

3.

4.

5.

APPENDICES

Contents Of This Section

A-1 Group Reading Inventories...............
    English...........................
    Mathematics.......................
    Science...........................
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A-2 Cloze Test Assignment.................

A-3 Reading Skills........................

A-4 Unit Plan.............................

A-5 Learning Activity Package and
    Learning Center.......................

GROUP READING INVENTORY: ENGLISH

Directions for the diagnostic survey test are based on an English literature textbook.

I. Use between 34-40 questions.

II. Use questions designed to measure the following reading skills in the proportions shown below.

- A. Using parts of the book (3 questions in all)
    - 1. Table of Contents
    - 2. Index of Titles
    - 3. Glossary
    - 4. Biographical Data
    - 5. Introductory paragraph to story
- B. Vocabulary needs
    - 1. Meaning (7-8 questions)
        - a. General background of word meanings
            - (1) select correct meaning from several dictionary meanings
            - (2) antonyms, synonyms
        - b. Contextual meanings
    - 2. Word recognition and attack (14-15 questions)
        - a. Divide words into syllables
        - b. Designate the accented syllable
        - c. Note and give meaning of prefixes and suffixes
        - d. Changing the part of speech of a word (noun to verb, adjective to adverb, etc.)
- C. Comprehension (11-12 questions)
    - 1. Noting the main idea
    - 2. Recalling pertinent supporting details
    - 3. Drawing conclusions, inferences
    - 4. Noting the sequence of ideas
- D. Reading rate. Have student note the time it takes for him to read the selection. Then, figure reading speed in words per minute.

    Example: Words in selection: 4000
    Time to read: 10 minutes

    $$\frac{4000}{10} = 400 \text{ words per minute}$$

    Time may be recorded by student noting clock time for starting and stopping, or by teacher recording time on blackboard every 30 seconds (1', 1'30", 2', etc.).
- E. Skimming to locate information (2-5 questions)
    Use selection different from the one used for comprehension and speed purposes.

III. Choose a reading selection of not more than four pages.

IV. In administering the inventory:
   A. Explain the purpose of the inventory and the reading skills it is deisgned to measure. When the inventory is given, advise the students which skill is being measured.

   B. Read each question twice.

   C. Questions on the use of the parts of a book are asked first. Students will use their books.

   D. Introduce the reading selection, establishing necessary background on the topic and giving the students a question to guide their reading.

   E. Read selection silently. Note and figure speed.

   F. Ask questions on vocabulary. Students will use book for questions measuring ability to determine meaning from context. They will not use the book for other vocabulary questions, and these should be written on the blackboard.

   H. Skimming. Use a new selection. Books will be used.

V. A student is considered to be deficient in any one specific skill if he answers more than one out of three questions incorrectly, or more than two incorrectly when there are more than three questions measuring a specific skill.

VI. This inventory, being administered to a group, does not establish a grade level. Nonetheless anyone scoring above 90 per cent may be considered to be reading material too easy for him. Anyone scoring below 65 per cent may be considered to be reading material too difficult for him. If the material is suitable, the scores should range between 70-90 per cent.

Adapted From: David L. Shepherd, Comprehensive High School Reading Methods. Columbus, Ohio: Charles E. Merrill Publishing Company, 1973, pp. 21-22.

GROUP READING INVENTORY: MATHEMATICS

Directions for the diagnostic survey test are based on a mathematics textbook.

I. Each subject in the mathematics area will require its own constellation of skills. Generally, the skills to be included are listed below.

   A. Reading verbal problems and stating them in one's own words.

   B. Adjusting one's reading to the requirements of the problem.

   C. Translating words into symbols.

   D. Knowing the meaning of symbols.

   E. Understanding vocabulary.

   F. Noting the relationship in formulas and equations.

   G. Obtaining information from charts, tables, and graphs.

II. Explain the purpose of the inventory and the reading skills it is to measure. As the inventory is given, let the students know the skill being measured.

III. It will not be possible to administer this inventory orally. It will have to be duplicated. If there are questions to measure the students' ability to understand explanations in their textbook, and in using special features in their textbook, they should be referred to specific pages in the textbook as necessary.

Adapted From: David L. Shepherd, Comprehensive High School Reading Methods. Columbus, Ohio, Charles E. Merrill Publishing Company, 1973, pp. 28-29.

GROUP READING INVENTORY: SCIENCE

Directions for the diagnostic survey test are based on any science textbook.

I. Use approximately 30 questions.

II. Write questions designed to measure the following reading skills in proportions as shown:

- A. Using parts of the book (4 questions)
- B. Using resource (library) materials (3 questions)
- C. Using vocabulary (4 questions)
- D. Noting the main idea (4 questions)
- E. Noting pertinent supporting details (4 questions)
- F. Following directions (3 questions)
- G. Drawing conclusions (3 questions)
- H. Applying theoretical information (3 questions)
- I. Understanding formulas and equations (3 questions)

III. Choose a reading selection of not more than three pages.

IV. Have questions on skills C, D, E, G, and H — vocabulary, main ideas, details, conclusions, application — based on the reading selection. Items F and I may be based on this or another reading selection.

V. Explain the purpose of the inventory and the reading skills the inventory is designed to measure. As the inventory is given, let the students know the skill being measured.

VI. Read each question twice.

VII. Write the page reference of each question on the blackboard as the question is read.

VIII. Have the pupil score his own paper.

IX. A student is considered to be deficient in any of the skills if he gets more than one question in any of the skills wrong.

Adapted From: David L. Shepherd, Comprehensive High School Reading Methods. Columbus, Ohio: Charles E. Merrill Publishing Company, 1973, pp. 26-27.

GROUP READING INVENTORY: SOCIAL STUDIES

Directions for the diagnostic survey test are based on a social studies textbook.

I. Use between 26-30 questions.

II. Write questions designed to measure the following reading skills in the proportions shown below.

  A. Using parts of the book (5 questions)

  B. Using resource (library) materials (4 questions)

  C. Using maps, pictures, charts, etc. (4 questions)

  D. Vocabulary (3 questions)

  E. Noting the main idea (3 questions)

  F. Noting pertinent supporting details (3 questions)

  G. Drawing conclusions (3 questions)

  H. Noting the organization of the material (1 question)

III. Choose a reading selection of not more than 3-4 pages.

IV. Have questions of skills D through H - vocabulary, main ideas, details, conclusions, and organization - based on the reading selection.

V. In administering the inventory:

  A. Explain to the pupils the purpose of the test and the reading skills the test is designed to measure. As the test is given, let the students know the skill being measured.

  B. Read each question twice.

  C. Write the page reference on each question on the blackboard as the question is read if the student is to refer to the textbook.

VI. A student is considered to be deficient in any of the skills if he gets more than one question in any of the skills wrong.

Adapted From: David L. Shepherd, Comprehensive High School Reading Methods. Columbus, Ohio: Charles E. Merrill Publishing Company, 1973, pp. 24-25.

CLOZE TEST ASSIGNMENT

1. Choose a chapter in a content area text.

2. List grade level of text designated by the publisher.

3. Figure the readability level of the text using the Fry Graph.

   NOTE: Is there a significant difference between these two readabilities?

4. Construct a cloze test using about 250-275 words of the chapter you have selected; delete every fifth word (do not delete any words in the opening sentence; make each blank a standard length). Number the blanks.

5. Provide a numbered answer key.

6. Explain in detail the scoring procedure for your cloze test
   - correct (exact) responses are counted
   - convert score into a percentage

   (Example: 25 correct responses out of 50 blanks would be figured 50/25 or 50%)

7. Using the following chart, provide the scores students would need to attain in order that the chapter you have selected would represent each of the functional reading levels discussed in the workshop.

Reading Levels	Accuracy Criteria	Cloze Test Scores
Independent reading level	57% & higher	
Instructional reading level	44% - 57%	
Frustration reading level	Below 44%	

8. Finally, describe briefly how you would use the chapter you have selected for each of the three reading groups determined by using your cloze test.

READING SKILLS

VOCABULARY

1. Context clues
2. Root words and affixes
3. Syllabication
4. Concept labeling and symbol identification
5. Words with multiple meaning
6. Phonics, sound patterns

COMPREHENSION

1. Interest development, motivation
2. Providing purpose for reading
3. Reading for significant detail (Comment on literal or inferential)
4. Reading to locate information
5. Understanding the main idea
6. Recognizing sequence and relationships in time, place, ideas, events, or steps
7. Drawing inferences
8. Understanding character and setting
9. Anticipating outcomes
10. Recognizing the author's tone, mood and intent
11. Understanding and drawing comparisons and contrasts
12. Drawing conclusions or making generalizations
13. Making evaluations
14. Reader's appreciative reaction

STUDY SKILLS

1. Skimming and scanning and rate flexibility
2. Notetaking
3. Problem solving
4. Graph, chart, table and map reading
5. Searching skills (reference, library, outside search, dictionary)
6. Following directions
7. Book skills - parts of books

READING SKILLS EXERCISES

1. The five exercises to be developed teaching reading skills are due any time before Workshop #12. They may be turned in separately or as a package. They need not be on the same topic or in the same unit, unless you prefer that.

2. Include one example of an exercise in vocabulary, one in comprehension, and one in study skills. The remaining two exercises may come from vocabulary, comprehension, or study skills, as you prefer.

3. Each exercise should be designed for 15-30 minutes of student time, as a follow-up, practice, or reinforcement for a reading skill you have introduced and taught earlier. The exercises may be for in-class work or homework.

4. Include the following with each exercise:

    a. A 1-2 paragraph explanation of the skill being taught and how it fits into the larger unit or instructional sequence.

    b. The exercise as a student would receive it, with directions for doing it and directions for evaluating it.

    c. An Answer Key.

    d. A copy of the book or lesson from which the material comes, or a Xerox of the appropriate section.

5. To select the specific reading skill to be taught, consult the list given earlier, or your own textbook.

6. A good exercise will involve the students as actively as possible; will use the content context as much as possible; will avoid rote memory work as much as possible, although active or applied memory exercises are okay.

UNIT PLAN

The unit assignment should follow the format given below. Unit length should be 3-6 weeks. The unit may be developed by a group (2-3 teachers), if it is to be started from "scratch". It is preferable for each teacher to use an existing unit, reshape it and/or extend it to fit these guidelines, and submit it individually. Check the sample unit (Social Studies Unit on Mexico) for what the finished product will look like.

Each unit will contain:

1. Introduction - tells other professionals what the unit contains, how it will be developed, what grade level it serves, and other general information necessary for other teachers to evaluate it.
2. List of objectives in approximate order of teaching with levels indicated (use 3-level scale).
3. List of student activities leading to mastery of objectives given. Where possible, several activities from which teacher can choose should be included.
4. List of teaching strategies or modes appropriate for each activity.
5. List of materials needed for student and teacher, including hardware and software.
6. Evaluation procedures designed for each objective. These procedures should evaluate all activities listed for a given objective, which may require more than one alternative procedure for evaluation.
7. A culminating activity (project, exam, etc.) which serves as a synthesizing process and provides a sense of closure.
8. A Motivation/Readiness activity designed to introduce the unit and prepare students for what will be included.
9. At least one objective must deal with a reading skill necessary for mastering the content material in the unit.
10. Materials must include media other than reading in alternative activities for at least three objectives within the unit.
11. Materials for students to read will be tested for reading level by the Fry (or another approved) formula. An effort should be made to find reading materials at several levels for each reading assignment.

GUIDELINES FOR CONSTRUCTING A LEARNING CENTER

A brief statement should be included to indicate the following:

Long-range outcome.
Performance objectives.
Prerequisite skills (what the students should have already mastered before using the learning center).
Procedures.
Evaluation of mastery of the performance objectives (how the students will be evaluated on the learning at the center).

Teacher evaluation of the center after it has been used in the classroom.

Turn in also the complete center and at least one (1) copy of each item students will use (worksheets, etc.).

GUIDELINES FOR A LEARNING ACTIVITY PACKAGE (LAP)

Follow the directions for completing your LAP as you go through the LAP on LAP's. You should:

1. Complete the five (5) objectives given for you.
2. Check in with the project staff member(s) in your school at least twice, and a third time if you are asked to do so.
3. Check your LAP against the checkpoints given in the LAP on LAP's.
4. Save enough time to try out your LAP, if possible, on two or three students.
5. Plan ahead to create AV materials and/or collect reading materials.